DOCUMENT RESUME

ED 038 767 EA 002 846

TITLE	Conclusions From Needs Assessment Publications: PROJECT DESIGN. Interagency Planning for Urban Educational Needs, Number 29.
INSTITUTION	Fresno City Unified School District, Calif.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	[68]
NOTE	86p.
AVAILABLE FROM	Fresno City Unified School District, Calif. 93707
EDRS PRICE	EDRS Price MF-$0.50 HC Not Available from EDRS.
DESCRIPTORS	Adult Education, Communication Problems, Community Involvement, Counseling Services, *Curriculum, Educational Facilities, *Educational Needs, *Educational Objectives, *Educational Planning, Inservice Education, Instructional Improvement, Learning Processes, Minority Groups, Special Education, Staff Improvement, Student Needs, Urban Education, Vocational Education
IDENTIFIERS	ESEA Title 3 Programs, Fresno, Project Design

ABSTRACT

This report lists the major conclusions of 28 publications prepared by PROJECT DESIGN, funded under ESEA Title III, to assess the dimensions of educational needs in Fresno, California. Following the presentation of conclusions by source, specific conclusions are arranged and listed by topic in the following categories: (1) objectives, planning, and evaluation; (2) adult education; (3) vocational education; (4) curriculum; (5) instructional methodology; (6) staff and staffing patterns; (7) inservice training; (8) guidance and counseling; (9) ethnic minorities; (10) external and internal communication; and (11) finance and facilities. Each conclusion listed in this section is cross-referenced with the appropriate project publication. Related documents are EA 002 822 through EA 002 845 and EA 002 847. (JH)

PROJECT Design

INTERAGENCY PLANNING FOR
URBAN EDUCATIONAL NEEDS

ED0 38767

Best Copy Available

EA 002 846

29.

CONCLUSIONS FROM NEEDS ASSESSMENT PUBLICATIONS

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)

8.
9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

ED038767

29. CONCLUSIONS FROM NEEDS ASSESSMENT PUBLICATIONS

Introduction

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Contents

Twenty-eight (28) publications have reported various dimensions of the Needs Assessment. Some were prepared by project staff, others by Task Force specialists contracted by the project. The last page of each assessment report summarized its major conclusions about educational needs.

This report brings together the major conclusions from all needs assessment publications and presents them in two formats -- by source, then by topic.

The complete list of needs assessment publications appears on the next page, followed by the conclusions from each. Note that each major conclusion is coded with the publication source number followed by its serial number. For example, 10-3 is the third conclusion from publication #10 which assessed Reading needs.

After the white section presenting the conclusions from each source, a blue section presents the same conclusions arranged by topics. Each topic represents a cluster of related concerns. These twelve topic categories are:

1. Objectives, planning, evaluation
2. Adult Education
3. Vocational Education
4. Curriculum
5. Instructional methodology
6. Staff and staffing patterns
7. In-service
8. Guidance and counseling
9. Ethnic minorities
10. Communication-external
11. Communication-internal
12. Finance and facilities

The conclusions which expressed educational concerns related to more than one topic were stated under each. Each conclusion is preceded by its original code number showing its source.

There are no conclusions for source publications #9 and #15. Project Design staff prepared conclusions from the draft reports of the Edict needs assessment so that all conclusions represented by publication numbers 8 and 9 are included as #8. The report on Cultural Arts, #15, has not yet been completed and was thus unavailable.

1 BRAINSTORM

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

1- 1. The teacher should spend more time on teaching activities such as lesson preparation, presentation, and evaluation and less time on activities like routine repetative drills, reading and recording of drill type student exercises, supervision, and routine business-related clerical chores.

1- 2. In-service training for all personnel is needed to keep up to date with current educational methods and goals, particularly in the area of experimental, remedial and compensatory programs.

1- 3. Accurate job descriptions and performance standards should be established and kept up to date for all tasks to be performed in the district, and appropriately trained personnel placed in these positions.

1- 4. Compensation for positions in the school district shall be comparable with pay given for positions that require similar skills or professional preparation in other areas of the economic community.

1- 5. All members of the educational staff should be involved in planning programs and forming school policies.

1- 6. Class size should be limited and/or lowered.

1- 7. The curriculum should include a central core of communication skills with absolute standards, and in other areas be flexible enough to meet both vocational and academic needs of individual students at all grade levels.

1- 8. Guidance services should be available to all students beginning in the early elementary grades, emphasizing problem prevention rather than diagnosis and therapy.

1- 9. The school should be a community resource center available all the time, designed to encourage participation of the entire population in both structured and informal educational activities.

1-10. There is a general concern for the educationally handicapped child in terms of identification, specific program needs, and problems that arise from having such students in regular classes.

1-11. The schools should have specific up-to-date goals and expectations that are understood and agreed to by the community, staff and students.

1-12. The curriculum should be flexible as to content, time allotment, and grade placement of subject areas.

1-13. Better communication between all facets of the community and educational system is needed.

1-14. There is general concern on the part of staff concerning the financing of the schools with particular attention given to allowing individual teachers or departments to have funds when they need them.

1-15. More space, and wiser use of space presently available, is needed.

1-16. The district should develop standard specifications for constructing, alterning, and equiping schools that will provide easy modification for various uses as the curriculum changes to meet learner needs.

2 SPEAK-UP

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

2- 1. The schools should stress the 3R's with emphasis on reading.

2- 2. The schools should do more to provide job or career skills both in regular schools and specialized vocational schools in cooperation with business and industry.

2- 3. There is general satisfaction with our adult education program. However it should be expanded in regard to variety of offerings and location of facilities.

2- 4. At the present time many of our schools are overcrowded.

2- 5. The schools, in cooperation with the home, should stress positive social attitudes in students such as respect for authority, discipline, patriotism, pride, and individual responsibility.

2- 6. Schools lack adequate financing, especially in the area of local financing of the building program.

2- 7. The guidance program needs to be expanded, particularly at the elementary level.

2- 8. Aside from the 3R's the curriculum should be reevaluated in terms of subjects that should receive more emphasis (stated example, sex education) or less emphasis (stated example, physical education).

2- 9. There is a need for meaningful communication between all facets of the educational system and individuals as well as groups in the community-at-large so that everyone involved is aware of his role and responsibility for maintaining an effective educational system.

2-10. In spite of general satisfaction with the school staff, there is deep concern over poor quality teachers and poor teaching, and some concern about the value of tenure.

2-11. The community should understand the role that the schools are playing in assisting minorities as these groups, together with other community agencies, solve their specific social problems.

2-12. The schools must supply minority group members with the educational skills needed for meaningful participation in today's society.

2-13. The schools should provide knowledge about and respect for the various cultural backgrounds represented in our community.

2-14. There is wide divergence of opinion as to the role of the schools in solving community problems.

3 STUDENT SPEAK-UP

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

3- 1. Students feel the school is responsible for job and career training but are undecided about the relative value of special vocational education classes or school work experience as the most effective method of meeting this need.

3- 2. Students feel curriculum offerings should be revised with the greater number of them indicating additional emphasis on some of our present courses and suggesting additional courses be offered.

3- 3. There is a need for a specific course (courses?) in the area of family life and sex education.

3- 4. There is a general need to expand our present extracurricular program.

3- 5. Students expect teachers and counselors to be examples of the type person they are guiding and training students to be.

3- 6. Students feel teachers should be stimulating, empathetic, young with young ideas and show less conformity in dress.

3- 7. Students expect more help from the schools in career planning.

3- 8. There is a need for uncensored, up-to-date texts.

3- 9. Students, in general, have no consensus of opinion as to what specifically should be done to solve the complex social problems arising from the presence of large minority groups in the community.

3-10. Students feel a need to demonstrate individual responsibility by having voluntary seminars, more individualized instruction, challenging classes, opportunities for independent study and by being allowed to work at their own individual speed.

3-11. Students want the school to allow them to have more realistic involvement in areas of intense personal interest to them such as human relations, drugs, grooming and dress and discussions of contemporary moral and ethical behavior.

3-12. Students want a greater voice in decision making, greivance procedures, student government and student control.

4 SCHOOL STAFFING

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

4- 1. Training is not a significant staffing differential factor among schools when defined as "qualified by state certification."

4- 2. Differences in proportion by sex, or in mean age, of faculties were slight except that elementary schools usually have more female teachers. No empirical criteria were available to analyze sex or age factors.

4- 3. Compensatory schools, particularly elementary, are staffed with much higher percentages of inexperienced teachers than those schools which are non-compensatory.

4- 4. In general, teachers remain in compensatory schools fewer years than in non-compensatory schools.

4- 5. Rapidly growing non-compensatory schools usually fill positions with experienced teachers.

4- 6. The experienced teacher leaving the compensatory school is replaced generally by an inexperienced teacher.

4- 7. Certain elementary schools in the district, usually compensatory, have staffs where more than 65% of the teachers are inexperienced according to criteria used.

4- 8. The mobility of teachers is less a factor at the senior high than at the elementary or junior high level.

4- 9. On the secondary level inexperienced teachers are generally found in the junior high schools.

4- 10. The greatest amount of inexperience in the district generally is found at the junior high level, with somewhat less inexperience at the elementary level, and considerably less inexperience at the senior high level.

Substantive Conclusions:

5- 9. On the basis of comparative rank within the district, elementary schools in the north central area score highest in achievement tests; schools in the southwest and west score lowest.

5-10. On the basis of comparative ranks, schools in the north central area of the district score highest in aptitude tests; schools in the southwest score lowest.

5-11. Geographical patterns of school achievement ranking and of aptitude ranking are closely correlated within the Fresno City Unified School District.

5-12. Ranking patterns for the junior high schools are similar geographically to those of their feeder elementary schools.

5-13. There is a direct negative relationship between the proportion of probationary teachers and student achievement scores; no cause-effect conclusion, however, is justified by the study.

5-14. When elementary and junior high schools are categorized by ethnic majority and compared on the basis of tested achievement, white majority schools rank highest, Spanish surname majority next, and Negro majority lowest.

5-15. Both aptitude and achievement scores are directly related at all levels with family income level and with related compensatory education status.

5-16. Family income level, proportion of probationary teachers, ethnic majority, geographic location and aptitude scores are correlated with achievement scores, but the study does not provide material that would support direct causes and effect conclusions.

6 PROBLEMS PERCEIVED BY EDUCATIONAL LEADERSHIP

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

6- 1. There is a need for a total school-community involvement in the determination, evaluation and clarification of objectives.

6- 2. Both school leadership and the community must become more willing to innovate in meeting objectives.

6- 3. All district personnel should have their roles and responsibilities clearly defined.

6- 4. A professional staff is needed that is chosen from a broad geographic area, that is placed to match job requirements, that is producing to the maximum of its abilities, and that is retained only in relation to competence.

6- 5. School sites and buildings should be selected to meet flexible and functional needs of students, district, and community.

6- 6. School communications, both internal and external, need improvement.

6- 7. A change in the apathetic feelings concerning the moral, ethical values of students, teachers, and community is needed.

6- 8. There were concerns for elimination of de facto segregated schools, awareness of cultural differences by school staff, and parent's and children's lack of motivation to take advantage of existing educational opportunities.

6- 9. All programs should be evaluated to determine effectiveness in relation to cost and thus achieve public willingness to financially accept and support these programs.

6- 10. The procedure for curriculum revision should be simplified in order to meet changing needs of students.

6- 11. Evaluate the curricula of reading, foreign language, science, language arts, and family life education for improvement.

6- 12. A vocational education program involving the business community is needed to train citizens for future employment.

6- 13. There needs to be expansion, improvement, and awareness at all levels of library services, transportation services, computer services, and counseling services.

6- 14. There is a need for more individualized instruction for all students.

6- 15. The adult school program needs expanding and its services need to be made more available to citizens.

6- 16. Methods of instruction by the teacher need to be innovative in order to meet the changing needs of all students.

7 VOCATIONAL OCCUPATIONAL
NEEDS SURVEY

Major Conclusions Identified by EDICT Survey Team
(Fresno County Planning and Evaluation Center)

Conclusions Relating to County Secondary Schools

7- 1. (County Secondary Schools) A significant need exists in the secondary schools of Fresno County for programs designed to help learners explore the world of work.

7- 2. (County Secondary Schools) A significant need for improvement and/or expansion of vocational counseling exists in these schools.

7- 3. (County Secondary Schools) A high priority need is for the inclusion of work experience in more vocational-occupational programs.

7- 4. (County Secondary Schools) A realistic balance between training for specific job skills and education in broad fields of skills needs to be achieved in these schools. Occupational competency needs to be stressed.

7- 5. (County Secondary Schools) A closer liaison needs to be maintained between the schools and employing agencies in most instances.

7- 6. (County Secondary Schools) More use needs to be made of material and human resources in the communities included in this study.

7- 7. (County Secondary Schools) Planning for vocational-occupational programs needs to be based on local, state, regional, and national manpower information.

7- 8. (County Secondary Schools) Existing courses and programs need to be evaluated to ensure that they are relevant and realistically up to date.

7- 9. (County Secondary Schools) A significant need exists for determining equipment and facility priorities in terms of job opportunities and in relation to the total instructional programs in these schools.

7-10. (County Secondary Schools) Comprehensive and systematic follow-up studies of vocational graduates should be conducted on a continuing basis and should be used in curriculum revision.

7-11. (County Secondary Schools) Programs for encouraging vocational teachers to participate in actual work or training experiences related to their teaching which will ensure that they are keeping current in their performance should be initiated.

7-12. (County Secondary Schools) The role of citizens advisory committiees and ways in which they can be used more effectively should be studied.

7-13. (County Secondary Schools) Program possibilities for training or retraining adults should be studied to determine how all existing educational agencies in the community can use their resources most effectively.

7-14. (County Secondary Schools) Closer working relationships among all educational agencies need to be established for the purpose of coordinating instructional planning and maximizing the use of facilities, equipment and personnel.

7-15. (County Secondary Schools) A significant need exists to relate vocational-occupational subjects to the social sciences and the humanities.

7-16. (County Secondary Schools) An appraisal of present practices for evaluating student growth and progress in vocational-occupational subjects should be made to determine how these practices can be made more realistic in terms of program objectives.

7-17. (County Secondary Schools) There is a significant need to create conditions which will encourage all students to participate in vocational-occupational courses on an exploratory basis.

7-18. (County Secondary Schools) Immediate attention should be given to the possibilities of training for newly emerging para-professional occupations.

7-19. (County Secondary Schools) Consideration should be given to the use of para-professionals and/or non-certificated specialists to assist teachers in vocational-occupational areas.

7-20. (County Secondary Schools) Experimental programs involving team teaching, programmed learning, and other innovations need to be established in vocational-occupational areas.

7-21. (County Secondary Schools) The role of home economics at the secondary level as a vocational subject needs to be carefully evaluated.

7-22. (County Secondary Schools) Careful consideration should be given to existing course offerings in agriculture to determine relevance as vocational courses.

Conclusions Relating to Junior Colleges

7-23. (County Junior Colleges) That more be done at the junior college level to help students explore the world of work.

7-24. (County Junior Colleges) That consideration should be given to possibilities of relating vocational-occupation courses and social sciences and humanities.

7-25. (County Junior Colleges) That more attention be given to developing broad "family-of-skills" offerings to provide greater job mobility.

7-26. (County Junior Colleges) That significant manpower studies be used in planning programs of vocational-occupational education and training.

7-27. (County Junior Colleges) That greater use be made of community resources for vocational-occupational education and training.

7-28. (County Junior Colleges) That comprehensive follow-up studies be instituted and maintained, the results to be used in program planning.

7-29. (County Junior Colleges) That efforts be made to arrive at closer articulation with "feeder" secondary schools with four-year colleges in the area in matters pertaining to vocational-occupational education and training.

7-30. (County Junior Colleges) That a realistic assessment be made of the philosophy and practice of evaluating student progress in vocational-occupational courses.

7-31. (County Junior Colleges) That an immediate study be made of the need for expanding existing programs of training for para-professionals in nursing, dentistry, and for new programs in training para-professionals for teaching and other similar professions.

7-32. (County Junior Colleges) That an examination be made of the possibilities for adapting such innovative measures as the use of teacher aides, team teaching, and programmed instruction in vocational-occupational programs.

7-33. (County Junior Colleges) That possibilities be explored for ways in which highly specialized or highly talented non-certificated persons could serve in some kinds of instructional capacities in vocational-occupational programs.

7-34. (County Junior Colleges) That an examination be made of the philosophies and programs in the junior colleges to determine how well they are serving the needs of terminal students, and to what extent programs and philosophies are being dominated by "academic" bias.

7-35. (County Junior Colleges) That an assessment be made of the objectives of vocational-occupational courses, especially home economics and agriculture, to determine the value of such courses in terms of occupational possibilities as well as general education.

8 EDICT'S PRELIMINARY NEEDS ASSESSMENT

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

8- 1. The art program was considered to have more negative than positive elements by teachers and principals of the district.

8- 2. Elementary principals were most critical of the art program, and elementary principals and teachers were more critical then secondary teachers and principals.

8- 3. In assessing the art program, teachers and principals considered the following areas as weak: mass media instruction, consultants, aides, community resource people, study field trips, vocational exploration, and basic texts.

8- 4. The drama program is considered to be extremely weak as indicated by negative responses of teachers and principals on both elementary and secondary levels.

8- 5. Generally, all parts of the drama program were considered weak.

8- 6. The evaluation of student progress in the total school program is not considered to be outstanding and has several weak areas according to both teachers and principals.

8- 7. The areas in which the most negative responses were recorded concerning the evaluation of pupils were objectives of the program and the involvement of students, parents, and community in the evaluation.

8- 8. The guidance program for the city was considered to be less than adequate by both teachers and principals.

8- 9. There was more general dissatisfaction on the elementary level, and there seemed to be disagreement as to effectiveness of guidance services between teachers and principals.

8- 10. Specific areas of concern for guidance services were effectiveness of programs for the atypical student, parent-learner involvement, time for individual learners, follow-up studies, group guidance arrangements, and job placement functions.

8- 11. Health education, services, and facilities were considerably less effective than they should be according to teachers, nurses and principals.

8- 12. Areas of health education, services and facilities considered weakest by personnel of the district were a lack of professional specialists, a lack of adequate programs for atypical students and a lack of instruction programs for health, particularly sex education.

8- 13. The in-service education program was considered a strong program according to positive responses of teachers and principals.

8- 14. Teacher visitations to other schools and programs, and better training for substitute teachers were the only significant weaknesses in the in-service education area as seen by teachers and principals.

8- 15. According to responses to survey questions, teachers and principals felt that the language arts program was a strong, positive program.

8- 16. The only negative language arts factors mentioned by teachers and principals were meeting language needs of the "English as a second language" group, and diagnostic procedures used in instructional program.

8- 17. In the area of the learner and the curriculum, secondary principals and teachers responded more negatively than elementary principals and teachers.

8- 18. The areas of greatest negative responses concerning the learner were meeting the needs of: the academically retarded, the emotionally disturbed, the culturally disadvantaged, the student with inadequate self concepts, the poorly motivated, and the slow learner. Also, an area of great concern was the effective use of community resources.

8- 19. The library and the learning center was considered as adequate in most areas by the teachers and principals.

8- 20. Two areas of library and learning center concern were the adequacy of library facilities for large group instruction and the extent that library personnel are used in curriculum planning.

8- 21. The mathematics program was considered average by teachers and principals.

8- 22. The areas of greatest concern in the mathematics program were meeting the needs of slow learners, relating to other subjects, use of programmed instruction, and the extent of individualization.

8- 23. The music program was considered to be less than adequate by all teachers and principals with elementary personnel more critical than secondary.

8- 24. Music areas of greatest concern were: objectives, student vocational exploration, equipment, inter-department communication, evaluation and modification of program, use of aides, team teaching, and the use of community resource people.

8- 25. Principals and teachers, as judged by positive responses, felt that the science program was above average.

8- 26. Weaknesses in the science program, according to teachers and principals, were the effectiveness of: team teaching, programmed instruction, instructional television, in-service program, and consultants; and the utilization of human resources.

8- 27. The social studies program was considered to be above average by principals and teachers.

8- 28. The two areas of greatest concern in the social studies program were the effectiveness of the in-service program and the effectiveness of the consultants.

10. READING

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

10- 1. Children attending school in lower socio-economic sections of the community are not succeeding in reading as well as children of the more affluent segments of the community and steps should be taken to overcome this discrepancy.

10- 2. More attention should be given to individualizing reading instruction.

10- 3. More attention should be given to reading skills including those in the content areas.

10- 4. Less emphasis should be placed on having students practice exercises to develop skills where he already displays competence.

10- 5. There is a need for more materials such as tape recorders and workbooks that will aid the student in self-directed learning and encourage teachers to select specific materials to meet individual needs.

10- 6. Reading materials should depict typical minority as well as majority group children.

10- 7. More needs to be done to develop specific skills at the pre-reading level.

10- 8. A system is needed to test, record and keep up-to-date the reading progress of each child.

10- 9. Teachers at all levels should be aware of and know how to use the Informal Reading Inventory.

10-10. Intensive in-service training for teachers and administrators is needed to develop a reading program designed to accomplish vertical as well as horizontal articulation and to train staff in the selection and use of materials that effectively meet the needs of the individual student.

10-11. Administrators, particularly building principals, should become involved in all phases of reading instruction activity, i.e., in-service training, teaching methods, teaching aids, individualized instruction, diagnostic testing, program articulation, and parent communication.

10-12. There is a need for more personnel to provide supervision in the reading program.

10-13. Each elementary school should have a library staffed with fully-qualified librarians.

11 LANGUAGE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

11- 1. There is no provision for educational leadership to prepare teachers to teach the "New English."

11- 2. At the present time there is no provision for adequate assessment of the English language arts program.

11- 3. There is a need to desegregate the school facilities.

11- 4. A need exists to mount a great and total effort to provide English language arts education that enables minority group youngsters to achieve at or above grade level.

11- 5. Expand the in-service program in the English area.

11- 6. Develop a course of study in English language arts, grades K-12.

11- 7. There is a need for more recognition of the younsters' efforts in language arts such as creativity festivals, student magazines, public appearances, etc.

11- 8. More attention needs to be placed on teaching grammar inductively rather than deductively.

11- 9. There is a need for some senior high teachers to provide more information on how our language works by teaching about the different grammars and how they approach the study of language.

11- 10. There should be libraries in all elementary schools, staffed with full-time librarians.

11- 11. There is a need for all teachers to have some knowledge of dialects and their importance.

11- 12. Poets should be brought into the classroom to counteract the feminization of poetry in schools.

·12 MATH

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

12- 1. The present content of the mathematics programs should incorporate the concepts described in the Revised Strands Report, October 1967. These strands should be included in such a way that they cross grade levels and be in harmony with the current grade level activities.

12- 2. The need exists for a greater understanding and the use of modern teaching methods in connection with modern mathematics. Particularly there should be an increase in laboratory type activities and student related problems.

12- 3. Adequate drill is an essential in modern math.

12- 4. Teachers of minority groups need additional training and information before beginning to teach modern mathematics.

12- 5. A careful analysis of mathematics for terminal students is needed with a concern for reducing the number of goals and attaining few goals at a time.

12- 6. There is a need for a district wide program of diagnostic and standardized tests that is related to the state math testing program with the results of the tests available to teachers and students.

12- 7. Explore the use of small calculator-computers as an integral part of the total mathematics program.

12- 8. Recruiting and in-service training should provide teachers who understand both the content and philosophy of modern mathematics.

12- 9. Preparation for state math text adoptions at the elementary level should be made prior to the time the books are put into use and the district adoption procedures at the secondary level should be simplified.

12- 10. Explore more carefully the relationship between the reading and the mathematics program.

12- 11. Pupils need more guidance, especially prior to the ninth grade, on the relationship of employment prospects and the mathematics needed to qualify for various jobs.

12- 12. There needs to be more involvement of the parents and the community in the responsibility for the mathematics program, particularly to give the student out of class opportunities to perfect the skills being developed.

12- 13. Higher mathematics courses need to be evaluated very carefully in terms of their purposes as related to college entrance.

12- 14. Mathematics steering and curriculum committees should include representatives of all levels of instruction elementary through college.

12- 15. The district should encourage professionalism among teachers, including membership in associations, attendance at professional meetings, professional reading, and data distribution concerning the current program and significant activities of local teachers in the area of mathematics.

12- 16. There is a need for an expression of the over-all philosophy of mathematics education in the Fresno City Schools.

13. SCIENCE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

13- 1. Elementary teachers and administrators are not aware of the goals of a modern science program. They need to understand the role which science and its mode of inquiry play in daily living.

13- 2. The elementary science curriculum should reflect the dynamic nature of change which exists throughout society.

13 3. Science coordinators are needed in each building.

13- 4. It is not necessary that the elementary science curriculum follow the sequence of a text.

13- 5. The elementary science program should follow the guidelines given in The Science Framework for California Public Schools, 1968 and utilize such materials as Science, a Process Approach and the Science Curriculum Improvement Study.

13- 6. The junior high school program should be extended to grades 7 and 9. The one year course covering all areas of science is not adequate.

13- 7. The junior high science program should be laboratory oriented not directed to the products of science.

13- 8. The science teaching staff needs to be increased, perhaps with auxiliary personnel (lab assistants, teacher aides, interns, etc.).

13- 9. Larger classrooms facilities, and equipment are needed to teach science when laboratory centered teaching methods are used.

13- 10. The physical science program in the senior high should be studied with the thought of correcting the imbalance of physical-biological science offerings.

13- 11. A need exists for a physical science course at the senior high level that has practical value and helps student better understand their physical environment.

13- 12. There is a need for in-service training programs for elementary teachers designed to develop a mode of scientific inquiry and skills for investigating.

13- 13. Advanced biology, physiology, and zoology should be given in addition to rather than instead of courses in the physical sciences.

13- 14. There is a need for parent education related to the modern science program.

13- 15. There is a need for more community support for the schools.

13- 16. More readable science materials are need in the disadvantaged areas.

13- 17. There is a need to emphasize the use and function of the scientific method in all phases of the instructional program.

14 - FOREIGN LANGUAGE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

14- 1. A healthy working relationship is needed between teachers and other school personnel involved in the foreign language program.

14- 2. The present disenchantment that exists between teachers and supervisory personnel in the area of foreign language should be overcome.

14- 3. A continuous, sequential course of study for each language offered is essential.

14- 4. A philosophy of the foreign language program is needed in Fresno.

14- 5. Teachers need common understanding regarding scope, sequence, student evaluation, and other teachers involved in the language program.

14- 6. There is a need for a redefinition of the roles of those persons and/or groups in the District who are directly or indirectly concerned with the foreign language program.

14- 7. The District, in cooperation with institutions of higher education, should achieve vertical articulation of foreign language programs.

14- 8. Schools should determine needs of students for foreign language instruction and provide appropriate placement.

14- 9. Students need to understand systems used to assess achievement in foreign language skills.

14- 10. Materials used in the foreign language program should be selected by the staff using them and appropriate to grade level.

16 SOCIAL SCIENCE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

16- 1. There needs to be a systematic means of upgrading teacher competence through in-service education programs in the new social studies.

16- 2. Learners should be given ample opportunity to develop concepts in the social science, particularly in junior and senior high school grades.

16- 3. Minority students, particularly from lower socio-economic areas, need to perform at a higher level on the fundamental skills, especially reading, in order for them to have general high academic accomplishment.

16- 4. The district may need to search for or develop evaluative devices which measure more accurately the academic achievement of different minority students.

16- 5. More courses in the arts need to be offered and to more students.

16- 6. Teachers should be prepared to develop reading materials using social studies content.

16- 7. Teachers should acquaint themselves with the latest information regarding the sociology and social psychology of learning.

16- 8. Social studies materials should be provided at the reading level of the child expected to use them.

16- 9. Teachers need to understand the importance of the student's self-concept as a contributory factor to academic achievement.

16- 10. The social studies program should include more on the sub-cultures in the United States.

16- 11. The district needs to determine the value of the district-wide eighth grade Constitution test.

16- 12. Fresno students need a better understanding of what is meant by political power.

16- 13. The curriculum at both elementary and secondary level should include more economics.

16- 14. The social studies curriculum should include concepts of social change as a key to understanding history, with emphasis on recent and indicated future changes.

16- 15. Social studies teachers should be aware of professional activity such as the State Social Sciences Study Committee and meetings of the California Council for the Social Studies.

16- 16. More than lip-service or written philosophical statements are needed to encourage critical thinking by students.

16- 17. The district must provide the impetus and means for teachers to become acquainted with and develop skills needed for using the inquiry method of teaching.

16- 18. The social studies curriculum should put more stress on the understanding of the family as a basic social institution.

17 PHYSICAL EDUCATION

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

17- 1. Pupils need more diversified programs in physical education under the leadership of qualified personnel.

17- 2. Revised and updated courses of study are needed.

17- 3. A program of measurement and evaluation for diagnosing student needs in physical education is needed.

17- 4. A program for classifying physical education students homogeneously is needed, with specific standards of performance identified for each group.

17- 5. A program for assessing pupil achievement in physical education is needed.

17- 6. A program for marking and motivating students in physical education is needed.

17- 7. More adequate facilities are needed for physical education.

17- 8. Administrative support for the physical education program is needed.

17- 9. There is a need for information and instruction in the area of healthful living which should be an integral part of every activity conducted within the physical education program.

17- 10. Improvement is needed in the physical education activity program in the areas of calibre of instruction, organization of classes, and teaching procedures.

17- 11. There is a need for coeducational physical education activities particularly in the areas of dance and rhythmics.

17- 12. The present practice of hiring and assigning of physical education teachers seems to be inefficient and inequitable. This process should involve local school staff in addition to central office personnel.

17- 13. Physical education needs to promote better public relations to insure understanding and moral and financial support.

17- 14. There is a need for closer cooperation between the schools and teacher training institutions in setting up requirements and standards for training physical education teachers.

17- 15. There is a need to develop espirit de corps and better morale in individuals and classes.

17- 16. Fresno City Schools lacks a clear statement of its aims and objectives.

17- 17. Teachers in the academic areas should become acquainted with the objectives and activities of the physical education program.

17- 18. Emphasize the role of the physical education coach as an important agent in assisting with the social and emotional development of children and youth.

18. TEACHING/LEARNING PROCESS

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

18- 1. A sound basis for learning should be predicated upon creation of behavioral change resulting from the acquisition of information which has personal meaning. In the process the student must:

   a. Learn to select from a breadth of alternatives and to accept responsibility for his choices.
   b. Be actively involved in the learning process.
   c. Develop tools of inquiry.
   d. Be motivated intrinsically rather than extrinsically.
   e. Feel confident in his own learning and skills because the teacher does believe in his ability to learn; self-esteem must exist for instruction to be effective.
   f. Be allowed to participate in a learning design which is a continuous human process reflecting open-endedness.

18- 2. The learner must be continually informed of his progress in such a way that he will not be negatively affected by the evaluation process which at present is threatening.

18- 3. Teachers need to have a strong, personal commitment to a sound theoretical position in regard to their teaching so they can formulate their own comfortable personal style of working with students.

18- 4. The overwhelming majority of instructional time in the Fresno City Unified School District is employed in teacher presentation techniques in which the student is passive; little or no active involvement or interaction is apparent.

18- 5. A significant number of students feel that much of the current instructional material is irrelevant to their needs.

18- 6. Teachers appear to be universally content conscious, but unsure of their base in terms of learning theory and process.

18- 7. Teachers and administrators appear willing to discuss improvement through change, but little evidence exists that such change is actually taking place.

18- 8. Teachers discuss in favorable terms the classroom situation and their students, but hesitate to discuss matters outside their immediate classroom; the situation implies that teachers feel threatened, scared or lack commitment to the district's educational program.

18- 9. Administration and staff must accept and work with the fact that improvement means change.

18-10. If change is to take place in the instructional program teachers must have confidence that educational leaders are knowledgeable about learning processes and are supportive of change.

18-11. The district needs to be willing to start on a plan of action for producing change in teacher attitudes and teaching methods.

18-12. The details of a plan of action for educational change must be a product of felt need, and be perceived by the staff as emanating from the staff.

18-13. "In-Service" training in learning process needs to have equal priority with current assignments.

18-14. A design for learning must recognize both people and the institutional framework in which they work.

19. SPECIAL EDUCATION

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

19- 1. Low enrollment in special education programs in comparison to average enrollments nationally may indicate the program is not reaching all the students for which it is intended.

19- 2. Develop a program for the aphasic child.

19- 3. More space, principally classroom needs for the educationally handicapped program should be supplied.

19- 4. There should be involvement of total special education personnel in determining budget needs.

19- 5. Involvement of special education personnel in student placement committees is needed.

19- 6. A permanent local clinic center for diagnostic, evaluative, guidance, and fixed point referrals is needed.

19- 7. The district should develop a statement of the overall philosophy of special education.

19- 8. Parents should be involved in the development of special education programs.

19- 9. There should be more school-wide awareness of the Educationally Handicapped Program to provide acceptance and involvement with all teachers and integration of student activities where possible.

20 GUIDANCE

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

20- 1. Guidance services are rarely present in the districts' elementary schools.

20- 2. Guidance programs to prevent problems from developing are missing, particularly at the elementary level even though it is here they would be most effective.

20- 3. At the present time a restricted number of students with special problems receive the focus of professional attention for guidance services.

20- 4. The benefits of specialized training of guidance personnel are not being received by all the staff and students in the district.

20- 5. The guidance program in Fresno City Schools emphasizes diagnosis and treatment rather than prevention.

20- 6. Guidance personnel do not sufficiently involve teachers and particularly parents in their concern for personal and academic success of students.

20- 7. The majority of the high school guidance personnel spend too much time on clerical functions.

20- 8. Students think of counselors as administrative assistants or"program changers."

20- 9. The present counseling program is weak in providing vocational guidance at the secondary level.

20- 10. High school students find little or no opportunity to discuss in school the problems that bother them.

20- 11. There is a need for a high school guidance program designed to systematically improve self-understanding of the student as to his talents, abilities, and achievements.

20- 12. A high proportion of the teachers in the district do not know very much about the guidance program.

20- 13. The NDEA Elementary Guidance Project, involving only six elementary schools, fits the preventative model very well. This project is the most promising aspect of guidance in Fresno.

21. HEALTH

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

21-1. Health counseling for students is inadequate.

21-2. Conferences with pupils, parents, and teachers concerning health problems are needed.

21-3. In-service training of teachers on health, development, and home factors should be provided.

21-4. Eliminate factors such as clerical duties related to attendance and lunch procedures which take from professional time.

21-5. Schools should obtain and utilize health information from community health resources.

21-6. Health instruction program should be organized and sequential through all grades.

21-7. Health materials should be suited for each level.

21-8. In-service training of teachers for more effective use of health resource persons, materials, instructional aids should be provided.

21-9. Nurses should be involved with the teachers in curriculum development.

21-10. Specific health courses are not included in the curriculum.

21-11. An analysis of physical facilities for healthful school living is needed.

21-12. Avoid "crash" programs of single emphasis and short duration that cross grade lines and class organization and develop instead these same topics with emphasis in a structured sequential curriculum.

21-13. The pupil/nurse ratio and nurses responsibilities are increasing without corresponding increases in staff or time allotment.*

21-14. Problems of school finance and the priority awarded to academic status are threats to the school health program.*

* Concerns not unique to Fresno City Schools.

22 STUDENT PERSONNEL

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

22- 1. Constant student, teacher, administrator, and parent involvement in assessment and redesign of activity program at the elementary and junior high levels is needed.

22- 2. There is a need for a continued effort to develop varied interest activities for students.

22- 3. Encourage student participation in activities by involving them in decision making.

22- 4. Improve communication in the secondary schools between students, teachers and administrators.

22- 5. Allow the student council (leadership class) to meet daily during a regular period during the school day.

22- 6. Evaluate and examine the present club structure in the schools.

22- 7. Encourage students to support their schools.

22- 8. Courses in leadership are missing in the curriculum.

22- 9. In-service training for teachers in citizenship skills is needed.

22- 10. Identify the role of student councils.

22- 11. Identify student revenue sources with student programs.

22- 12. Minority group needs are not met in the present social activity program.

22- 13. The same small group of students should not be allowed to dominate the activities program

23 ADULT EDUCATION

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

23- 1. Expand adult education curriculum to include courses particularly designed for minority groups emphasizing consumer, health, civic, cultural, vocational, and leadership education.

23- 2. Encourage minority group members to take advantage of educational opportunities.

23- 3. Additional staff is needed to organize specific courses in the area of adult education to meet the needs of minority groups and to provide impetus and motivation for participation in such classes.

23- 4. Specialized personnel are needed to perform counseling and instructional tasks related to adult education in homes.

23- 5. Adult education department needs additional clerical and administrative personnel to assume routine tasks in order to free qualified persons for planning, coordination and promotion.

23- 6. More housing is needed for the adult education program.

23- 7. More adult education classes should be located geographically nearer the areas of greatest need.

23- 8. Additional funds are needed for the adult education program.

23- 9. Community involvement is needed in the planning, promotion and processes of adult education.

23- 10. The adult education program needs more teachers from minority groups.

23- 11. More information concerning the adult education program should be given to the community and the other parts of the public school structure.

23- 12. Establish adult education courses in the area of human relations: psychology, human behavior, current human cultures, and family life education.

23- 13. There is need for development of procedures which will lead to a continuous community-wide survey of adult education needs.

24 VOCATIONAL EDUCATION

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

24- 1. Serious problems of de-facto segregation, especially in West Fresno, need to be considered top priority.

24- 2. A highly inflexible educational program and teachers inadequately prepared to cope with instructional revision hinder innovation.

24- 3. There is a need for better articulation between departments and between school levels, especially in vocational education.

24- 4. Detection and treatment of individual pupil deficiences and problems should be done sooner, prior to the seventh grade.

24- 5. There should be more cooperative planning studies by schools, individuals, and community agencies or organizations concentrating on specific school related problems.

24- 6. Classroom teachers should have more effective part in school and district decision making.

24- 7. Vocational education needs to be viewed as a method of instruction and learning rather than as preparation for a specific job.

24- 8. Teachers training institutions must be told by school districts what is needed in in-service and pre-service training.

24- 9. Better prepared vocational counselors are needed.

24- 10. Vocational education should be a part of the program for all students, not just those identified as non-academic.

24- 11. Every student can and must do something well, and the schools should aid him in identifying this ability.

24- 12. Ability grouping needs study and evaluation by teachers.

24- 13. Building a good self-image and a feeling-of-belonging are critical needs of students.

24- 14. More and better opportunities for community or adult education needs to be viewed as an important medium for the discussion and solution of many student problems.

25. URBAN PHYSICAL FACTORS

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

25- 1. Projected growth rates indicate an approximate 150 per cent increase in population between 1960 and 1985 in the Fresno Urbanized Area. Over-all county population is expected to increase by 100 per cent.

25- 2. The metropolitan area population for the horizon year 2000 can be speculatively estimated to be in the vicinity of 800,000 persons.

25- 3. Pre-school children (0-4 years) in the Fresno Urbanized Area will decline from 11.5 per cent of the total population in 1960 to 11 per cent in 1980. The population of children 5-17 years of age will drop from 28 per cent in 1965 to 24.6 per cent by 1980.

25- 4. In the close-in area of West Fresno, defined as the General Neighborhood Renewal Area, it is estimated that the Negro and Mexican-American groups made up 87 per cent of the population in 1967, increasing from 70 per cent in 1960.

25- 5. It is not unusual to find a strong correlation between the characteristics of education, employment, income, and home value.

25- 6. Between 1970 and 1980, the evolution from an agriculturally oriented economy to a maturing, diversified economy will gain momentum with manufacturing as the major employment sector, 25 per cent in 1980, followed by retail trade 17 per cent, and professional services at 14 per cent.

25- 7. By 1985, the population center of the Fresno-Clovis Metropolitan area should be even more strongly north-centered than today with over 60 per cent living in the north and northeast sectors, as compared to 44 per cent in 1960.

25- 8. Outside West Fresno the revitalization of the "grey" area (fringe around the Central Business District) is the Urban Community's major challenge and creative opportunity.

25- 9. Housing expansion from 69,133 units in 1960 to 170,800 units in 1985 will be needed to fill needs generated by population.

25-10. A balance between housing and commercial-industrial uses is extremely desirable for proper school support.

25-11. The future pattern of the metropolitan area development will be greatly influenced by the development and timing of the Freeway schedule--41 Freeway between 1972 and 1980, 180 Freeway from 1973 to after 1980, and 168 Freeway after 1980.

25-12. The Fresno City Unified School District has an unprecedented opportunity and major role to play in the achievement of Fresno community development goals, especially in West Fresno and in the central area, "grey" area fringe, where the pre-Field Act schools are located.

25-13. Community organization goals and logical school locations will be unobtainable unless jurisdictional problems can be solved.

25-14. Changes in population characteristics and trends should be subject to annual review.

25-15. New industrial development and expansion of employment opportunities need continual reappraisal for their effect on the total economy and environment.

25-16. Decisions of the city and county governing bodies that formally and informally change land-use policy usually have a bearing upon the needs and problems of the schools.

25-17. Changes in state and national policies regarding urban renewal, poverty programs, housing subsidies, etc., can be expected to affect Fresno's development pattern appreciably.

26 RELEVANCE AND QUALITY OF EDUCATION FOR MINORITIES

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

26- 1. Minority groups show little desire for programs especially tailored for them.

26- 2. Minority groups want the integration of knowledge of their group culture and history in the general curriculum with emphasis on their contributions to American society.

26- 3. A dilemma exists in minority areas of the community as to the value of integrating classes by transferring students to other schools or preserving the neighborhood school with the resultant de-facto segregation. Any decision by the school administration in this area will be strongly opposed by that segment of the minority group which feels the decision was wrong.

26- 4. Minorities feel that Fresno City Unified School District is concerned enough with their education to pay more than mere lip-service to their specific problems and this depth of concern by the district needs to be maintained.

26- 5. There is a priority need for the communication of educational developments, proposals, and achievements to the citizenry in general and to the minority population in particular. Personal contact or commercial TV is the best way to reach this latter group.

26- 6. All Fresno teachers should be given strong academic instruction covering the history, culture and role minorities have played in contributing to American society, for teachers are not prepared to incorporate this knowledge as an integral part of their teaching.

26- 7. There should be a rapid increase in the number of minority members in teaching and administrative positions but no lowering of present standards to accomplish this.

26- 8. The human relations staff and program should be expanded so that teachers, parents, and students see physical evidence of a person concerned primarily with human relations.

26- 9. A well-planned but flexible program of instruction for parents of minority group children should be instituted with emphasis on building their own self-image, their concepts of their proper role in the education of their children and their roles as responsible and participating citizens.

27 SPECIAL NEEDS OF MEXICAN-AMERICANS

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

27- 1. The school district should make available to all students, regardless of ethnic origin, texts and other educational materials concerning their cultural background.

27- 2. The schools should provide sequential instruction in the history, culture, and social background of those students whose background is different from the teachers.

27- 3. Many Mexican-American students have a negative self-image; therefore the school should recognize that it plays an important role in the building of a positive self-image in these students.

27- 4. There is a need for Mexican-American teachers and counselors because they provide a positive image and have greater potential for relating better to the Mexican-American students.

27- 5. All school personnel should communicate with the Mexican-American by going to where the Mexican-American is.

27- 6. The schools should communicate to the Mexican-American the importance of becoming involved in democratic processes such as contributing to policymaking by working with boards of education and by participating in politics.

27- 7. School personnel should be aware that tests are used by and for middle class individuals, and may not effectively predict future achievement of Mexican-American students as well as the personal opinion of a well educated professional who is aware of the problems of the Mexican-American.

27- 8. School personnel need to be made aware of their negative preconceived views of the Mexican-American and also be made aware of the Mexican-American's tendency to believe that educators feel superior to him and see him in a lesser role.

27- 9. Parents need to be aware of the extensive influence that they can have on the education of their children.

27- 10. The district needs to provide physical facilities for Mexican-American students that are as adequate for learning as those in other parts of the district.

27- 11. The district should take special care in selecting teachers for minority students and the district should encourage teachers with special talents for working with minority students to stay in that part of the district where the minority students are found, with incentives such as extra pay, better working conditions, and more recognition in the district.

27- 12. Lack of money should not exclude students from taking part in extracurricular activities.

27- 13. More extensive use should be made of opinion and expertise of Mexican-American organizations and leadership such as the Association of Mexican-American Educators (AMAE) and Community Service Organization (CSO).

28 NEGRO SPECIAL NEEDS

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

28- 1. The schools should encourage Negroes to make better use of community health facilities.

28- 2. Cultural bias on standardized tests limits Negro students' opportunities to demonstrate academic talent.

28- 3. School personnel should be interested in and empathetic to the differing values, culture and problems of the Negro.

28- 4. Pre-school programs are needed to develop verbal skills and cultural background for Negro children before entering kindergarten or first grade.

28- 5. Standards of performance for west-side schools should be reassessed to provide a curriculum that stresses methods of learning rather than fact accumulation.

28- 6. Teaching methods should be used in the west-side schools that relate the cultural background of the Negro to the operational standards of the greater community.

28- 7. The teacher attitude and educational environment provided for students in west-side schools should be such that students are reluctant to drop out.

28- 8. Counseling activities should clearly be separated from disciplinary activities and should be coordinated between all grade levels.

28- 9. Hiring more Negroes for responsible positions such as coach, counselor and administrator is needed to provide a better Negro self-image.

28- 10. Schools should bring about a development of personal and social values for the Negro child that are sought by employers.

28- 11. Negro students need a vocational program that will provide them with sophisticated job skills to meet the current occupational opportunities in the community at large as well as the local community.

28- 12. In order to effectively implement the compensatory and remedial programs in West Fresno, intensive in-service training is needed for teachers prior to the initiation of programs so that teachers will know exactly what the program is intended to accomplish and what specific techniques are to be used.

28- 13. The present open enrollment policy in Fresno is producing a dilemma. While exposing Negro students who transfer to the majority cultural background (good) it removes from the west-side potential peer group leaders with a general lowering of the academic potential of the west-side schools (bad).

28- 14. When open enrollment is implemented there is a need for the receiving school to be aware of and make specific preparations for meeting the needs of the incoming minority group members.

28- 15. There is a need for the west-side community to actively participate in the functioning and policy-making of the schools.

1. OBJECTIVES, PLANNING AND EVALUATION

17-16. Fresno City Schools lacks a clear statement of its aims and objectives.

24-6. Classroom teachers should have a more effective part in school and district decision making.

3-12. Students want a greater voice in decision making, greviance procedures, student government and student control.

3-11. Students want the school to allow them to have more realistic involvement in areas of intense personal interest to them such as human relations, drugs, grooming and dress and discussions of contemporary moral and ethical behavior.

1-11 The schools should have specific up-to-date goals and expectations that are understood and agreed to by the community, staff and students.

6-1. There is a need for a total school-community involvement in the determination, evaluation and clarification of objectives.

18-7. Teachers and administrators appear willing to discuss improvement through change, but little evidence exists that such change is actually taking place.

18-9. Administration and staff must accept and work with the fact that improvement means change.

18-11. The district needs to be willing to start on a plan of action for producing change in teacher attitudes and teaching methods.

2-5. The schools, in cooperation with the home, should stress positive social attitudes in students such as respect for authority, discipline, patriotism, pride, and individual responsibility.

17-15. There is a need to develop espirit de corps and better morale in individuals and classes.

24-11 Every student can and must do something well, and the schools should aid him in identifying this ability.

24-13. Building a good self-image and a feeling-of-belonging are critical needs of students.

19-7. The district should develop a statement of the overall philosophy of special education.

17-8. Administrative support for the P.E. program is needed.

2-14. There is wide divergence of opinion as to the role of the schools in solving community problems.

Objectives, Planning and Evaluation (Continued)

1-5. All members of the educational staff should be involved in planning programs and forming school policies.

24-5. There should be more cooperative planning studies by schools, individuals, and community agencies or organizations concentrating on specific school related problems. (10)

18-12 The details of a plan of action for educational change must be a product of felt need, and be perceived by the staff as emanating from the staff. (11)

18-14 A design for learning must recognize both people and the institutional framework in which they work.

23- 9. Community involvement is needed in the planning, promotion and processes of adult education. (2)

19- 8. Parents should be involved in the development of special education programs (10)

7- 7. (County Secondary Schools) Planning for vocational-occupational programs needs to be based on local, state, regional, and national manpower information. (3)

25-12. The Fresno City Unified School District has an unprecedented opportunity and major role to play in the achievement of Fresno community development goals, especially in West Fresno and in the central area, "grey" area fringe, where the pre-Field Act schools are located.

25-14. Changes in population characteristics and trends should be subject to annual review.

25-15. New industrial development and expansion of employment opportunities need continual reappraisal for their effect on the total economy and environment.

18- 2. The learner must be continually informed of his progress in such a way that he will not be negatively affected by the evaluation process which at present is threatening. (5)

8- 6. The evaluatinn of student progress in the total school program is not considered to be outstanding and has several weak areas according to both teachers and principals.

8- 7. The areas in which the most negative responses were recorded concerning the evaluation of pupils were objectives of the program and the involvement of students, parents, and community in the evaluation.

28- 2. Cultural bias on standardized tests limits Negro students' opportunities to demonstrate academic talent. (2)

16- 4. The district may need to search for or develop evaluative devices which measure more accurately the academic achievement of different minority students. (9)

27- 7. School personnel should be aware that tests are used by and for middle class individuals, and may not effectively predict future achievement of Mexican-American students as well as the personal opinion of a well-educated professional who is aware of the problems of the Mexican-American. (9)

11-2 At the present time there is no provision for adequate assessment of the English language arts program.

14- 8. Schools should determine needs of students for foreign language instruction and provide appropriate placement.

12- 6. There is a need for a district wide program of diagnostic and standardized tests that is related to the state math testing program with the results of the tests available to students and teachers. (4)

16-11. The district needs to determine the value of the district-wide eighth grade Constitution test.

7- 8. (County Secondary Schools) Existing courses and programs of vocational education need to be evaluated to ensure that they are relevant and realistically up to date. (3)

7-30. (County Junior Colleges) That a realistic assessment be made of the philosophy and practice of evaluating student progress in vocational-occupational courses. (3)

17- 3. A program of measurement and evaluation for diagnosing student needs in P.E. is needed.

17- 5. A program for assessing pupil achievement in P.E. is needed.

22- 1. Constant student, teacher, administrator, and parent involvement in assessment and redesign of activity program at the elementary and junior high levels is needed.

22- 6. Evaluate and examine the present club structure in the schools.

5- 1. Test data analysis within the Fresno City Unified School District is at present difficult since test results are not easily accessible; results must be obtained from several sources.

5- 2. The Fresno City Unified School District does not at present provide test data on a school by school basis; comparative analysis is consequently difficult.

5- 3. The testing program samples only selected grades.

5- 4. The testing program is heavily weighted to measure cognitive (information) achievement with little measure of affective (attitude) development.

5- 5. The testing program includes almost no achievement measures for significant sectors of the education program such as sciences, social sciences, foreign languages, health, safety and physical education, or vocational education.

5- 6. State mandated testing programs do not recognize the variation of emphasis in instructional objectives which the principle of local control implies.

5- 7. State, national and comparable district norms for presently utilized tests frequently do not exist. Those available make no provision for variation in such factors as socio-economic status.

5- 8. No standardized measure of achievement or aptitude at the high school (10-12 grade) level is currently used in the Fresno City Unified School District (10th grade tests measure accomplishment through junior high school, but can serve only as diagnostic material for the high school).

5- 9. On the basis of comparative rank within the district, elementary schools in the north central area score highest in achievement tests; schools in the southwest and west score lowest.

5-10. On the basis of comparative ranks, schools in the north central area of the district score highest in aptitude tests; schools in the southwest score lowest.

5-11. Geographical patterns of school achievement ranking and of aptitude ranking are closely correlated within the Fresno City Unified School District.

5-12. Ranking patterns for the junior high schools are similar geographically to those of their feeder elementary schools.

5-13. There is a direct negative relationship between the proportion of probationary teachers and student achievement scores; no cause-effect conclusion, however, is justified by the study. (6)

5-14. When elementary and junior high schools are categorized by ethnic majority and compared on the basis of tested achievement, white majority schools rank highest, Spanish surname majority next, and Negro majority lowest. (9)

5-15. Both aptitude and achievement scores are directly related at all levels with family income level and with related compensatory education status.

5-16. Family income level, proportion of probationary teachers, ethnic majority, geographic location and aptitude scores are correlated with achievement scores, but the study does not provide material that would support direct causes and effect conclusions.

6- 2. Both school leadership and the community must become more willing to innovate in meeting objectives.

2. ADULT EDUCATION

23- 9. Community involvement is needed in the planning, promotion and processes of adult education. (1)

23-11. More information concerning the adult education program should be given to the community and the other parts of the public school structure. (10)

2- 3. There is general satisfaction with our adult education program. However it should be expanded in regard to variety of offerings and location of facilities.

6-15. The adult school program needs expanding and its services need to be made more available to citizens.

23-12. Establish adult education courses in the area of human relations: psychology, human behavior, current human cultures, and family life education.

23- 1. Expand adult education curriculum to include courses particularly designed for minority groups emphasizing consumer, health, civic, cultural, vocational, and leadership education. (9)

23- 3. Additional staff is needed to organize specific courses in the area of adult education to meet the needs of minority groups and to provide impetus and motivation for participation in such classes. (9)

23-10. The adult education program needs more teachers from minority groups. (6)

23- 5. Adult education department needs additional clerical and administrative personnel to assume routine tasks in order to free qualified persons for planning, coordination and promotion. (6)

23- 6. More housing is needed for the adult education program. (12)

23- 7. More adult education classes should be located geographically nearer the areas of greatest need. (12)

23- 8. Additional funds are needed for the adult education program. (12)

7-13. (County Secondary Schools) Program possibilities for training or retraining adults should be studied to determine how all existing educational agencies in the community can use their resources most effectively.

23- 4. Specialized personnel are needed to perform counseling and instructional tasks related to adult education in homes. (8)

23-13. There is need for development of procedures which will lead to a continuous community-wide survey of adult education needs.

24-14. More and better opportunities for community or adult education needs to be viewed as an important medium for the discussion and solution of many student problems.

3. VOCATIONAL EDUCATION

3- 7. Students expect more help from the schools in career planning. (8)

12-11. Pupils need more guidance especially prior to ninth grade, on the relationship of employment prospects and the mathematics needed to qualify for various jobs. (8)

24- 9. Better prepared vocational counselors are needed. (8)

20- 9. The present counseling program is weak in providing vocational guidance at the secondary level. (8)

3- 1. Students feel the school is responsible for job and career training but are undecided about the relative value of special vocational education classes or school work experience as the most effective method of meeting this need.

2- 2. The schools should do more to provide job or career skills both in regular schools and specialized vocational schools in cooperation with business and industry.

6-12. A vocational education program involving the business community is needed to train citizens for future employment.

28-11. Negro students need a vocational program that will provide them with sophisticated job skills to meet the current occupational opportunities in the community at large as well as the local community. (9)

24-10. Vocational education should be a part of the program for all students, not just those identified as non-academic.

24- 7. Vocational education needs to be viewed as a method of instruction and learning rather than as preparation for a specific job.

24- 3. There is a need for better articulation between departments and between school levels, especially in vocational education.

The following items of concern are those identified by the EDICT Vocational Occupational Needs Survey and encompass all Fresno County Schools. In considering these concerns, caution should be used to assess their value in relation to city schools only.

7- 1. (County Secondary Schools) A significant need exists in the secondary schools of Fresno County for programs designed to help learners explore the world of work.

7- 2. (County Secondary Schools) A significant need for improvement and/or expansion of vocational counseling exists in these schools. (8)

7- 3. (County Secondary Schools) A high priority need is for the inclusion of work expereince in more vocational-occupational programs.

7- 4. (County Secondary Schools) A realistic balance between training for specific job skills and education in broad fields of skills needs to be achieved in these schools. Occupational competency needs to be stressed.

7- 5. (County Secondary Schools) A closer liaison needs to be maintained between the schools and employing agencies in most instances. (10)

7- 6. (County Secondary Schools) More use needs to be made of material and human resources in the communities included in this study. (10)

7- 7. (County Secondary Schools) Planning for vocational-occupational programs needs to be based on local, state, regional, and national manpower information. (1)

7- 8. (County Secondary Schools) Existing courses and programs of vocational education need to be evaluated to ensure that they are relevant and realistically up to date. (1)

7- 9. (County Secondary Schools) A significant need exists for determining equipment and facility priorities in terms of job opportunities and in relation to the total instructional programs in these schools.

7-10. (County Secondary Schools) Comprehensive and systematic follow-up studies of vocational graduates should be conducted on a continuing basis and should be used in curriculum revision.

7-11. (County Secondary Schools) Programs for encouraging vocational teachers to participate in actual work or training experiences related to their teaching which will ensure that they are keeping current in their performance should be initiated.

7-12. (County Secondary Schools) The role of citizens advisory committees and ways in which they can be used more effectively should be studied.

7-14. (County Secondary Schools) Closer working relationships among all educational agencies need to be established for the purpose of coordinating instructional planning and maximizing the use of facilities, equipment and personnel.

7-15. (County Secondary Schools) A significant need exists to relate vocational-occupational subjects to the social sciences and the humanities.

7-16. (County Secondary Schools) An appraisal of present practices for evaluating student growth and progress in vocational-occupational subjects should be made to determine how these practices can be made more realistic in terms of program objectives.

7- 17. (County Secondary Schools) There is a significant need to create conditions which will encourage all students to participate in vocational-occupational courses on an exploratory basis.

7-18. (County Secondary Schools) Immediate attention should be given to the possibilities of training for newly emerging para-professional occupations.

7-19. (County Secondary Schools) Consideration should be given to the use of para-profesionals and/or non-certificated specialists to assist teachers in vocational-occupational areas.

7-20. (County Secondary Schools) Experimental programs involving team teaching, programmed learning, and other innovations need to be established in vocational-occupational areas.

7-21. (County Secondary Schools) The role of home economics at the secondary level as a vocational subject needs to be carefully evaluated.

7-22. (County Secondary Schools) Careful consideration should be given to existing course offerings in agriculture to determine relevance as vocational courses.

The following concerns are included as general information concerning County Junior Colleges.

7-23. (County Junior Colleges) That more be done at the junior college level to help students explore the world of work.

7-24. (County Junior Colleges) That consideration should be given to possibilities of relating vocational-occupational courses and social sciences and humanities.

7-25. (County Junior Colleges) That more attention be given to developing broad "family-of-skills" offerings to provide greater job mobility.

7-26. (County Junior Colleges) That significant manpower studies be used in planning programs of vocational-occupational education and training.

7-27. (County Junior Colleges) That greater use be made of community resources for vocational-occupational education and training.

7-28. (County Junior Colleges) That comprehensive follow-up studies be instituted and maintained, the results to be used in program planning.

7-29. (County Junior Colleges) That efforts be made to arrive at closer articulation with "feeder" secondary schools with four-year colleges in the area in matters pertaining to vocational-occupational education and training.

7-30. (County Junior Colleges) That a realistic assessment be made of the philosophy and practice of evaluating student progress in vocational-occupational courses. (1)

7-31. (County Junior Colleges) That an immediate study be made of the need for expanding existing programs of training for para-professional in nursing, dentistry, and for new teaching and other similar professions.

7-32. (County Junior Colleges) That an examination be made of the possibilities for adapting such innovative measures as the use of teacher aides, team teaching, and programmed instruction in vocational-occupational programs.

7-33. (County Junior Colleges) That possibilities be explored for ways in which highly specialized or highly talented non-certificated persons could serve in some kinds of instructional capacities in vocational-occupational programs.

7-34. (County Junior Colleges) That an examination be made of the philosophies and programs in the junior colleges to determine how well they are serving the needs of terminal students, and to what extent programs and philosophies are being dominated by "academic" bias.

7-35. (County Junior Colleges) That an assessment be made of the objectives of vocational-occupational courses, especially home economics and agriculture, to determine the value of such courses in terms of occupational possibilities as well as general education.

4. CURRICULUM

24- 2. A highly inflexible educational program and teachers inadequately prepared to cope with instructional revision hinder innovation. (6)

3- 2. Students feel curriculum offerings should be revised with the greater number of them indicating additional emphasis on some of our present courses and suggesting additional courses be offered.

21-12. Avoid "crash" programs of single emphasis and short duration that cross grade lines and class organization and develop instead these same topics with emphasis in a structured sequential curriculum.

2- 8. Aside from the 3R's, the curriculum should be reevaluated in terms of subjects that should receive more emphasis (stated example, sex education) or less emphasis (stated example, physical education).

21- 9. Nurses should be involved with the teachers in curriculum development. (6)

27- 2. The schools should provide sequential instruction in the history, culture, and social background of those students whose background is different from the teachers. (9)

28- 4. Pre-school programs are needed to develop verbal skill and cultural background for Negro children before entering kindergarten or first grade. (9)

28- 5. Standards of performance for west-side schools should be reassessed to provide a curriculum that stresses methods of learning rather than fact accumulation. (5) (9)

6-11. Evaluate, for improvement, the curricula of reading, foreign language, science, language arts, and family life education.

2- 1. The schools should stress the 3R's with emphasis on reading.

10- 7. More needs to be done to develop specific skills at the pre-reading level.

8-15. According to responses to survey questions, teachers and principals felt that the language arts program was a strong, positive program.

8-16. The only negative language arts factor mentioned by teachers and principals were meeting language needs of the "English as a second language" group, and diagnostic procedures used in instructional program.

1- 7. The curriculum should include a central core of communication skills with absolute standards, and in other areas be flexible enough to meet both vocational and academic needs of individual students at all grade levels.

11- 6. Develop a course of study in English language arts, grades K-12.

14- 3. A continuous, sequential course of study for each language offered is essential.

14- 4. A philosophy of the foreign language program is needed in Fresno.

14- 7. The district in cooperation with institutions of higher education should achieve vertical articulation of foreign language programs.

8-21. The mathematics program was considered average by teachers and principals.

8-22. The areas of greatest concern in the mathematics program were: meeting the needs of slow learners, relating to other subjects, use of programmed instruction, and the extent of individualization.

12- 1. The present content of the mathematics program should incorporate the concepts described in the Revised Strands Report, October 1967. These strands should be included in such a way that they cross grade levels and be in harmony with the current grade level activities.

12- 5. A careful analysis of mathematics for terminal students is needed with a concern for reducing the number of goals and attaining few goals at a time.

12- 6. There is a need for a district wide program of diagnostic and standardized tests that is related to the state math testing program with the results of the tests available to students and teachers. (1)

12-10. Explore more carefully the relationship between the mathematics and reading programs.

12-13. Higher mathematics courses need to be evaluated very carefully in terms of their purposes as related to college entrance.

12-14. Mathematics steering and curriculum committees should include representatives of all levels of instruction, elementary through college.

12-16. There is a need for an expression of the overall philosophy of mathematics education in the Fresno City Schools.

7-26. (County Junior Colleges) That significant manpower studies be used in planning programs of vocational-occupational education and training.

7-27. (County Junior Colleges) That greater use be made of community resources for vocational-occupational education and training.

7-28. (County Junior Colleges) That comprehensive follow-up studies be instituted and maintained, the results to be used in program planning.

7-29. (County Junior Colleges) That efforts be made to arrive at closer articulation with "feeder" secondary schools with four-year colleges in the area in matters pertaining to vocational-occupational education and training.

7-30. (County Junior Colleges) That a realistic assessment be made of the philosophy and practice of evaluating student progress in vocational-occupational courses. (1)

7-31. (County Junior Colleges) That an immediate study be made of the need for expanding existing programs of training for para-professional in nursing, dentistry, and for new teaching and other similar professions.

7-32. (County Junior Colleges) That an examination be made of the possibilities for adapting such innovative measures as the use of teacher aides, team teaching, and programmed instruction in vocational-occupational programs.

7-33. (County Junior Colleges) That possibilities be explored for ways in which highly specialized or highly talented non-certificated persons could serve in some kinds of instructional capacities in vocational-occupational programs.

7-34. (County Junior Colleges) That an examination be made of the philosophies and programs in the junior colleges to determine how well they are serving the needs of terminal students, and to what extent programs and philosophies are being dominated by "academic" bias.

7-35. (County Junior Colleges) That an assessment be made of the objectives of vocational-occupational courses, especially home economics and agriculture, to determine the value of such courses in terms of occupational possibilities as well as general education.

2

4. CURRICULUM

24- 2. A highly inflexible educational program and teachers inadequately prepared to cope with instructional revision hinder innovation. (6)

3- 2. Students feel curriculum offerings should be revised with the greater number of them indicating additional emphasis on some of our present courses and suggesting additional courses be offered.

21-12. Avoid "crash" programs of single emphasis and short duration that cross grade lines and class organization and develop instead these same topics with emphasis in a structured sequential curriculum.

2- 8. Aside from the 3R's, the curriculum should be reevaluated in terms of subjects that should receive more emphasis (stated example, sex education) or less emphasis (stated example, physical education).

21- 9. Nurses should be involved with the teachers in curriculum development. (6)

27- 2. The schools should provide sequential instruction in the history, culture, and social background of those students whose background is different from the teachers. (9)

28- 4. Pre-school programs are needed to develop verbal skill and cultural background for Negro children before entering kindergarten or first grade. (9)

28- 5. Standards of performance for west-side schools should be reassessed to provide a curriculum that stresses methods of learning rather than fact accumulation. (5) (9)

6-11. Evaluate, for improvement, the curricula of reading, foreign language, science, language arts, and family life education.

2- 1. The schools should stress the 3R's with emphasis on reading.

10- 7. More needs to be done to develop specific skills at the pre-reading level.

8-15. According to responses to survey questions, teachers and principals felt that the language arts program was a strong, positive program.

8-16. The only negative language arts factor mentioned by teachers and principals were meeting language needs of the "English as a second language" group, and diagnostic procedures used in instructional program.

1- 7. The curriculum should include a central core of communication skills with absolute standards, and in other areas be flexible enough to meet both vocational and academic needs of individual students at all grade levels.

11- 6. Develop a course of study in English language arts, grades K-12.

14- 3. A continuous, sequential course of study for each language offered is essential.

14- 4. A philosophy of the foreign language program is needed in Fresno.

14- 7. The district in cooperation with institutions of higher education should achieve vertical articulation of foreign language programs.

8-21. The mathematics program was considered average by teachers and principals.

8-22. The areas of greatest concern in the mathematics program were: meeting the needs of slow learners, relating to other subjects, use of programmed instruction, and the extent of individualization.

12- 1. The present content of the mathematics program should incorporate the concepts described in the Revised Strands Report, October 1967. These strands should be included in such a way that they cross grade levels and be in harmony with the current grade level activities.

12- 5. A careful analysis of mathematics for terminal students is needed with a concern for reducing the number of goals and attaining few goals at a time.

12- 6. There is a need for a district wide program of diagnostic and standardized tests that is related to the state math testing program with the results of the tests available to students and teachers. (1)

12-10. Explore more carefully the relationship between the mathematics and reading programs.

12-13. Higher mathematics courses need to be evaluated very carefully in terms of their purposes as related to college entrance.

12-14. Mathematics steering and curriculum committees should include representatives of all levels of instruction, elementary through college.

12-16. There is a need for an expression of the overall philosophy of mathematics education in the Fresno City Schools.

8-25. Principals and teachers, as judged by positive responses, felt that the science program was above average.

8-26. Weaknesses in the science program, according to teachers and principals, were the effectiveness of: team teaching, programmed instruction, instructional television, in-service program, and consultants; and the utilization of human resources.

13- 2. The elementary science curriculum should reflect the dynamic nature of change which exists throughout society.

13- 5. The elementary science program should follow the guidelines given in *The Science Framework for California Public Schools, 1968* and utilize such materials as *Science, a Process Approach* and the *Science Curriculum Inprovement Study*.

13- 6. The junior high school science program should be extended to grades 7 and 9. The one year course covering all areas of science is not adequate.

13-10. The physical science program in the senior high should be studied with the thought of correcting the imbalance of physical-biological science offerings.

13-11. A need exists for a physical science course at the senior high level that has practical value and helps students better understand their physical environment.

13-13. Advanced biology, physiology, zoology should be given *in addition to* rather than *instead of* courses in the physical sciences.

8-27. The social studies program was considered to be above average by principals and teachers.

8-28. The two areas of greatest concern in the social studies program were the effectiveness of the in-service program and the effectiveness of the consultants.

16-10. The social studies program should include more on the sub-cultures in the United States.

16-13. The curriculum at both elementary and secondary level should include more economics.

16-14. The social studies curriculum should include concepts of social change as a key to understanding history, with emphasis on recent and indicated future changes.

16-18. The social studies curriculum should put more stress on the understanding of the family as a basic social institution.

Curriculum (Continued)

17- 1. Pupils need more diversified programs in P.E. under the leadership of qualified personnel.

17-11. There is a need for coeducational P.E. activities particularly in the areas of dance and rhythmics.

17-10. Improvement is needed in the P.E. activity program in the areas of calibre of instruction, organization of classes, and teaching procedures.

8-11. Health education, services, and facilities were considerably less effective than they should be according to teachers, nurses and principals.

8-12. Areas of health education, services and facilities considered weakest by personnel of the district were a lack of professional specialists, a lack of adequate programs for atypical students and a lack of instruction programs for health, particularly sex education.

21- 6. Health instruction program should be organized and sequential through all grades.

17- 9. There is a need for information and instruction in the area of healthful living which should be on intregal part of every activity conducted within the physical education program.

21-10. Specific health courses are not included in the curriculum.

3- 3. There is a need for a specific course (courses?) in the area of family life and sex education.

19- 2. Develop a program for the aphasic child.

19- 1. Low enrollment in special education programs in comparison to average enrollments nationally may indicate the program is not reaching all the students for which it is intended.

16- 5. More courses in the arts need to be offered and to more students.

8- 1. The art program was considered to have more negative than positive elements by teachers and principals of the district.

8- 2. Elementary principals were most critical of the art program, and elementary principals and teachers were more critical then secondary teachers and principals.

8- 3. In assessing the art program, teachers and principals considered the following areas as weak: mass media instruction, consultants, aides, community resource people, study field trips, vocational exploration, and basic texts.

8- 4. The drama program is considered to be extremely weak as indicated by negative responses of teachers and principals on both elementary and secondary levels.

8- 5. Generally, all parts of the drama program were considered weak.

8-23. The music program was considered to be less than adequate by all teachers and principals with elementary personnel more critical than secondary.

8-24. Music areas of greatest concern were: objectives, student vocational exploration, equipment, inter-department communication, evaluation and modification of program, use of aides, team teaching, and the use of community resource people.

8-19. The library and the learning center was considered as adequate in most areas by the teachers and principals.

8-20. Two areas of library and learning center concern were the adequacy of library facilities for large group instruction and the extent that library personnel are used in curriculum planning.

3- 4. There is a general need to expand our present extra-curricular program.

22-11. Identify student revenue sources with student programs.

22- 8. Courses in leadership are missing in the curriculum.

5. INSTRUCTIONAL METHODOLOGY

28- 6. Teaching methods should be used in the west-side schools that relate the cultural background of the Negro to the operational standards of the greater community. (9)

1-12. The curriculum should be flexible as to content, time allotment, and grade placement of subject areas.

6-10. The procedure for curriculum revision should be simplified in order to meet changing needs of students.

10- 2. More attention should be given to individualizing reading instruction.

10- 3. More attention should be given to reading skills including those in the content area.

10- 6. Reading materials should depict typical minority as well as majority group children.

10- 8. A system is needed to test, record and keep up-to-date the reading progress of each child.

10- 9. Teachers at all levels should be aware of and know how to use the Informal Reading Inventory.

10-10. Intensive in-service training for teachers and administrators is needed to develop a reading program designed to accomplish vertical as well as horizontal articulation and to train staff in the selection and use of materials that effectively meet the needs of the individual students. (7)

10-11. Administrators, particulary building principals, should become involved in all phases of reading instruction activity, i.e., in-service training, teaching methods, teaching aids, individualized instruction, diagnostic testing, program articulation, and parent communication. (6)

10-12. There is a need for more personnel to provide supervision in the reading program. (6)

11-1. There is no provision for educational leadership to prepare teachers to teach the "New English".

14- 5. Teachers need common understanding regarding scope, sequence, student evaluation, and other teachers involved in the language program. (11)

11- 7. There is a need for more recognition of the youngsters' efforts in language arts such as creativity festivals, student magazines, public appearances, etc.

11- 8. More attention needs to be placed on teaching grammar inductively rather than deductively.

11- 9. There is a need for some senior high teachers to provide more information on how our language works by teaching about the different grammars and how they approach the study of language.

11-12. Poets should be brought into the classroom to counteract the feminization of poetry in schools.

12- 2. The need exists for a greater understanding and the use of modern teaching methods in connection with modern mathematics. Particularly there should be an increase in laboratory type activities and student related problems.

12- 3. Adequate drill is an essential in modern mathematics.

12- 7. Explore the use of small calculator-computers as an integral part of the total mathematics program.

12- 8. Recruiting and in-service training should provide teachers who understand both the content and philosophy of modern mathematics. (7)

12- 9. Preparation for the state math test adoptions at the elementary level should be made prior to the time the books are put into use and the district adoption procedures at the secondary level should be simplified.

12-12. There needs to be more involvement of the parents and the community in the responsibility for the mathematics program, particularly to give the student out-of-class opportunities to perfect the skills being developed.

13- 1. Elementary teachers and administrators are not aware of the goals of a modern science program. They need to understand the role which science and its mode of inquiry play in daily living.

13- 4. It is not necessary that the elementary science curriculum follow the sequence of a text.

13- 7. The junior high science program should be laboratory oriented not directed to the products of science.

13-16. More readable science materials are needed in the disadvantaged areas.

16-2. Learners should be given ample opportunity to develop concepts in the social science, particularly in junior and senior high school grades.

16- 6. Teachers should be prepared to develop reading materials using social studies content.

16-8. Social studies materials should be provided at the reading level of the child expected to use them.

16-12. Fresno students need a better understanding of what is meant by political power.

22- 9. In-service training for teachers in citizenship skills is needed. (7)

14- 6. There is a need for a redefinition of the roles of those persons and/or groups in the district who are directly or indirectly concerned with the foreign language program. (6)

14- 9. Students need to understand systems used to assess achievement in foreign language skills.

14-10. Materials used in the foreign language program should be selected by the staff using them and appropriate to grade level.

17- 4. A program for classifying P.E. students homogeneously is needed, with specific standards of performance identified for each group.

17-6. A program for marking and motivating students in P.E. is needed.

7-20. (County Secondary Schools) Experiemental programs involving team teaching, programmed learning, and other innovations need to be established in vocational-occupational areas. (3)

7-32. (County Junior Colleges) That an examination be made of the possibilities for adapting such innovative measures as the use of teacher aides, team teaching, and programmed instruction in vocational-occupational programs. (3)

21- 5. Schools should obtain and utilize health information from community health resources.

21- 7. Health materials should be suited for each level.

21- 8. In-service training of teachers for more effective use of health resource persons, materials, instructional aids should be provided. (7)

21- 3. In-service training of teachers on health, development, and home factors should be provided. (7)

19- 6. A permanent local clinic center for diagnostic, evaluative guidance, and fixed point referrals is needed in the special education area. (12)

1-10. There is a general concern for the educationally handicapped child in terms of identification, specific program needs, and problems that arise from having such students in regular classes.

18- 4. The overwhelming majority of instructional time in the Fresno City Unified School District is employed in teacher presentation techniques in which the student is passive; little or no active involvement or interaction is apparent.

18- 5. A significant number of students feel that much of the current instructional material is irrelevant to their needs.

3-10. Students feel a need to demonstrate individual responsibility by having voluntary seminars, more individualized instruction, challenging classes, opportunities for independent study and by being allowed to work at their own individual speed.

18- 1. A sound basis for learning should be predicated upon creation of behavioral change resulting from the acquisition of information which has personal meaning. In the process the student must:

a. Learn to select from a breadth of alternatives and to accept responsibility for his choices.
b. Be actively involved in the learning process.
c. Develop tools of inquiry.
d. Be motivated intrinsically rather than extrinsically.
e. Feel conflident in his own learning and skills because the teacher does believe in his ability to learn; self-esteem must exist for instruction to be effective.
f. Be allowed to participate in a learning design which is a continuous human process reflecting open-endedness.

18- 3. Teachers need to have a strong, personal commitment to a sound theoretical position in regard to their teaching so they can formulate their own comfortable personal style of working with students.

18- 6. Teachers appear to be universally content conscious, but unsure of their base in terms of learning theory and process.

16- 9. Teachers need to understand the importance of the student's self-concept as a contributory factor to academic achievement.

16- 7. Teachers should acquaint themselves with the latest information regarding the sociology and social psychology of learning. (7)

1- 1. The teacher should spend more time on teaching activities such as lesson preparation, presentation, and evaluation and less time on activities like routine repetative drills, reading and recording of drill type student exercises, supervision, and routine business-related clerical chores.

10- 4. Less emphasis should be placed on having students practice exercises to develop skills where he already displays competence.

13-12. There is a need for in-service training programs for elementary teachers designed to develop a mode of scientific inquiry and skills for investigating. (7)

18-13. "In-service" training in learning process needs to have equal priority with current assignments. (7)

16-17. The district must provide the impetus and means for teachers to become acquainted with and develop skills needed for using the inquiry method of teaching.

6-16. Methods of instruction by the teacher need to be innovative in order to meet the changing needs of all students.

22- 2. There is a need for a continued effort to develop varied interest activities for students.

16-16. More than lip-service or written philosophical statements are needed to encourage critical thinking by students.

24-12. Ability grouping needs study and evaluation by teachers.

6-14. There is a need for more individualized instruction for all students.

1- 6. Class size should be limited and/or lowered.

18- 2. The learner must be continually informed of his progress in such a way that he will not be negatively affected by the evaluation process which at present is threatening. (1)

18-10. If change is to take place in the instructional program teachers must have confidence that educational leaders are knowledgeable about learning processes and are supportive of change.

8-17. In the area of the learner and the curriculum, secondary principals and teachers responded more negatively than elementary principals and teachers.

8-18. The areas of greatest negative responses concerning the learner were meeting the needs of: the academically retarded, the emotionally disturbed, the culturally disadvantaged, the student with inadequate self concepts, the poorly motivated, and the slow learner. Also, an area of great concern was the effective use of community resources.

26- 2. Minority groups want the integration of knowledge of their group culture and history in the general curriculum with emphasis on their contributions to American society. (9)

28- 5. Standards of performance for west-side schools should be reassessed to provide a curriculum that stresses methods of learning rather than fact accumulation. (4) (9)

Instructional Methodology (Continued)

27-12. Lack of money should not exclude students from taking part in extracurricular activities.

22-13. The same small group of students should not be allowed to dominate the activities program.

10- 5. There is a need for more materials such as tape recorders and workbooks that will aid the student in self-directed learning and encourage teachers to select specific materials to meet individual needs.

3- 8. There is a need for uncensored, up-to-date texts.

17- 2. Revised and updated courses of study are needed.

27- 1. The school district should make available to all students, regardless of ethnic origin, texts and other educational materials concerning their cultural background.

13-17. There is a need to emphasize the use and function of the scientific method in all-phases of the instructional program.

6. STAFF AND STAFFING PATTERNS

6- 3. All district personnel should have their roles and responsibilities clearly defined.

1- 3. Accurate job descriptions and performance standards should be established and kept up to date for all tasks to be performed in the district, and appropriately trained personnel placed in these positions.

6- 4. A professional staff is needed that is chosen from a broad geographic area that is placed to match job requirements that is producing to the maximum of abilities, and that is retained only in relation to competence.

24- 2. A highly inflexible educational program and teachers inadequately prepared to cope with instructional revision hinder innovation. (4)

12-15. The district should encourage professionalism among teachers, including; membership in associations, attendance at professional meetings, professional reading, and data distribution concerning the current program and significant activities of local teachers in the area of mathematics.

18- 8. Teachers discuss in favorable terms the classroom situation and their students, but hesitate to discuss matters outside their immediate classroom; the situation implies that teachers feel threatened, scared or lack commitment to the district's educational program. (11)

2-10. In spite of general satisfaction with the school staff, there is deep concern over poor quality teachers and poor teaching, and some concern about the value of tenure.

3- 6. Students feel teachers should be stimulating, empathetic, young with young ideas and show less conformity in dress.

21- 4. Eliminate factors such as clerical duties related to attendance and lunch procedures which take from professional time.

1- 4. Compensation for positions in the school district shall be comparable with pay given for positions that require similar skills or professional preparation in other areas of the economic community.

4- 1. Training is not a significant staffing differential factor among schools when defined as "qualified by State certification".

4- 2. Differences in proportion by sex, or in mean age, of faculties were slight except that elementary schools usually have more female teachers. No empirical criteria were available to analyze sex or age factors.

4- 8. The mobility of teachers is less a factor at the senior high than at the elementary or junior high level.

4- 9. On the secondary level inexperienced teachers are generally found in the junior high schools.

4-10. The greatest amount of inexperience in the district generally is found at the junior high level, with somewhat less inexperience at the elementary level, and considerably less inexperience at the senior high level.

4- 3. Compensatory schools, particularly elementary, are staffed with much higher percentages of inexperienced teachers than those schools which are non-compensatory. (9)

4- 4. In general, teachers remain in compensatory schools fewer years than in non-compensatory schools. (9)

4- 5. Rapidly growing non-compensatory schools ususally fill positions with experienced teachers. (9)

4- 6. The experienced teacher leaving the compensatory school is replaced generally by an inexperienced teacher. (9)

4- 7. Certain elementary schools in the district, usually compensatory, have staffs where more than 65% of the teachers are inexperienced according to criteria used.

27-11. The district should take special care in selecting teachers for minority students and the district should encourage teachers with special talents for working with minority students to stay in that part of the district where the minority students are found with incentives such as extra-pay, better working conditions, and more recongition in the district. (9)

28-9. Hiring more Negroes for responsible positions such as coach, counselor and administrator is needed to provide a better Negro self-image. (9)

26-7. There should be a rapid increase in the number of minority members in teaching and administrative positions but no lowering of present standards to accomplish this. (9)

27- 4. There is a need for Mexican-American teachers and counselors because they provide a positive image and have greater potential for relating better to the Mexican-American students. (8) (9)

26- 6. All Fresno teachers should be given strong academic instruction covering the history, culture and role minorities have played in contributing to American society for teachers are not prepared to incorporate this knowledge as an integral part of their teaching. (9)

12- 4. Teachers of minority groups need additional training and information before begining to teach modern mathematics. (9)

28- 3. School personnel should be interested in and empathetic to the differing values, culture and problems of the Negro. (9)

23-10. The adult education program needs more teachers from minority groups. (2)

23- 5. Adult education department needs additional clerical and administrative personnel to assume routine tasks in order to free qualified persons for planning, coordination and promotion. (2)

10-12. There is a need for more personnel to provide supervision in the reading program. (5)

10-11. Administrators, particularly building principals, should become involved in all phases of reading instruction activity, i.e., in-service training, teaching methods, teaching aids, individualized instruction, diagnostic testing, program articulation, and parent communication. (5)

14- 1. A healthy working relationship is needed between teachers and other school personnel involved in the foreign language program.

14- 2. The present disenchantment that exists between teachers and supervisory personnel in the area of foreign language should be overcome. (11)

14- 6. There is a need for a redefinition of the roles of those persons and/or groups in the district who are directly or indirectly concerned with the foreign language program. (5)

11-11. There is a need for all teachers to have some knowledge of dialects and their importance.

13- 3. Science coordinators are needed in each building.

13- 8. The science teaching staff needs to be increased perhaps with auxiliary personnel (lab assistants, teacher aides, interns, etc.).

16-15. Social studies teachers should be aware of professional activity such as the State Social Sciences Study Committee and meetings of the California Council for the Social Studies.

17-12. Present practice of hiring and assigning of physical education teachers seems to be in-efficient and inequitable. This process should involve local school staff in addition to central office personnel.

21-13. The pupil/nurse ratio and nurses responsibilities are increasing without corresponding increases in staff or time allotment.

21- 9. Nurses should be involved with the teachers in curriculum development. (4)

19- 5. Involvement of special education personnel in student placement committees is needed.

10-13. Each elementary school should have a library staffed with fully qualified librarians.

17-18. Emphasize the role of the physical education coach as an important agent in assisting with the social and emotional development of children and youth.

5-13. There is a direct negative relationship between the proportion of probationary teachers and student achievement scores; no cause-effect conclusion, however, is justified by the study. (1)

7. IN-SERVICE

18-13. "In-service" training in learning process needs to have equal priority with current assignments. (5)

16- 7. Teachers should acquaint themselves with the latest information regarding the sociology and social psychology of learning. (5)

1 - 2. In-service training for all personnel is needed to keep up to date with current educational methods and goals, particularly in the area of experimental, remedial and compensatory programs.

28-12. In order to effectively implement the compensatory and remedial programs in West Fresno intensive in-service training is needed for teachers prior to the initiation of programs so that teachers will know exactly what the program is intended to accomplish and what specific techniques are to be used. (9)

24- 8. Teacher training institutions must be told by school districts what is needed in in-service and pre-service training. (10)

8-13. The in-service education program was considered a strong program according to positive responses of teachers and principals.

8-14. Teacher visitations to other schools and programs, and better training for substitute teachers were the only significant weaknesses in the in-service education area as seen by teachers and principals.

10-10. Intensive in-service training for teachers and administrators is needed to develop a reading program designed to accomplish vertical as well as horizontal articulation and to train staff in the selection and use of materials that effectively meet the needs of the individual students. (5)

11- 1. There is no provision for educational leadership to prepare teachers to teach the "New English". (5)

11- 5. Expand the in-service program in the English area.

12- 8. Recruiting and in-service training should provide teachers who understand both the content and philosophy of modern mathematics. (5)

13- 1. Elementary teachers and administrators are not aware of the goals of a modern science program. They need to understand the role which science and its mode of inquiry play in daily living. (5)

13-12. There is a need for in-service training programs for elementary teachers designed to develop a mode of scientific inquiry and skills for investigating. (5)

16- 1. There needs to be a systematic means of upgrading teacher competence through in-service education programs in the new social studies.

22- 9. In-service training for teachers in citizenship skills is needed. (5)

17-14. There is a need for closer cooperation between the schools and teacher training institutions in setting up requirements and standards for training P.E. teachers. (10)

21- 3. In-service training of teachers on health, development, and home factors should be provided. (5)

21- 8. In-service training of teachers for more effective use of health resource persons, materials, instructional aids should be provided. (5)

8. GUIDANCE AND COUNSELING

3- 5. Students expect teachers and counselors to be examples of the type person they are guiding and training students to be.

20- 8. Students think of counselors as administrative assistants or "program changers."

20- 7. The majority of the high school guidance personnel spend too much time on clerical functions.

28- 8. Counseling activities should clearly be separated from disciplinary activities and should be coordinated between all grade levels.

8- 8. The guidance program for the city was considered to be less than adequate by both teachers and principals.

8- 9. There was more general dissatisfaction on the elementary level, and there seemed to be disagreement as to effectiveness of guidance services between teachers and principals.

8-10. Specific areas of concern for guidance services were effectiveness of programs for the atypical student, parent-learner involvement, time for individual learners, follow-up studies, group guidance arrangements, and job placement functions.

20-11. There is a need for a high school guidance program designed to systematically improve self-understanding of the student as to his talents, abilities, and achievements.

20-10. High school students find little or no opportunity to discuss in school the problems that bother them.

20- 3. At the present time a restricted number of students with special problems receive the focus of professional attention for guidance services.

20- 5. The guidance program in Fresno City Schools emphasizes diagnosis and treatment rather than prevention.

20- 4. The benefits of specialized training of guidance personnel are not being received by all the staff and students in the district.

20- 6. Guidance personnel do not sufficiently involve teachers and particularly parents in their concern for personal and academic success of students.

20-12. A high proportion of the teachers in the district do not know very much about the guidance program.

2- 7. The guidance program needs to be expanded, particularly at the elementary level.

20- 2. Guidance programs to prevent problems from developing are missing, particularly at the elementary level even though it is here they would be most effective.

1- 8. Guidance services should be available to all students beginning in the early elementary grades, emphasizing problem prevention rather than diagnosis and therapy.

20- 1. Guidance services are rarely present in the districts' elementary schools.

24- 4. Detection and treatment of individual pupil deficiences and problems should be done sooner, prior to the seventh grade.

6-13. There needs to be an expansion, improvement, and awareness at all levels of library services, transportation services, computer services, and counseling services.

6- 7. A change in the apathetic feelings concerning the moral, ethical values of students, teachers, and community is needed.

27- 4. There is a need for Mexican-American teachers and counselors because they provide a positive image and have greater potential for relating better to the Mexican-American students. (6) (9)

3- 7. Students expect more help from the schools in career planning. (3)

12-11. Pupils need more guidance especially prior to ninth grade, on the relationship of employment prospects and the mathematics needed to qualify for various jobs. (3)

21- 1. Health counseling for students is inadequate.

23- 4. Specialized personnel are needed to perform counseling and instructional tasks related to adult education in homes. (2)

24- 9., Better prepared vocational counselors are needed. (3)

20- 9. The present counseling program is weak in providing vocational guidance at the secondary level. (3)

7- 2. (County Secondary Schools) A significant need for improvement and/or expansion of vocational counseling exists in these schools. (3)

20-13. The NDEA Elementary Guidance Project, involving only six elementary schools, fits the preventative model very well. This project is the most promising aspect of guidance in Fresno.

9. ETHNIC MINORITIES

24- 1. Serious problems of de-facto segregation, especially in West Fresno, need to be considered top priority.

26- 3. A dilemma exists in minority areas of the community as to the value of integrating classes by transferring students to other schools or preserving the neighborhood school with the resultant de-facto segregation. Any decision by the school administration in this area will be strongly opposed by that segment of the minority group which feels the decision was wrong.

28-13. The present open enrollment policy in Fresno is producing a dilemma. While exposing Negro students who transfer to the majority cultural background (good) it removes from the west-side potential peer group leaders with a general lowering of the academic potential of the west-side schools (bad).

28-14. When open enrollment is implemented there is a need for the receiving school to be aware of and make specific preparations for meeting the needs of the incoming minority group members.

6- 8. There were concerns for elimination of de facto segregated schools, awareness of cultural differences by school staff, and parent's and children's lack of motivation to take advantage of existing educational opportunities.

11- 3. There is a need to desegregate the school facilities.

3- 9. Students, in general, have no consensus of opinion as to what specifically should be done to solve the complex social problems arising from the presence of large minority groups in the community.

26-4. Minorities feel that Fresno City Unified School District is concerned enough with their education to pay more than mere lip-service to their specific problems and this depth of concern by the district needs to be maintained.

4- 3. Compensatory schools, particularly elementary, are staffed with much higher percentages of inexperienced teachers than those schools which are non-compensatory. (6)

4- 4. In general, teachers remain in compensatory schools fewer years than in non-compensatory schools. (6)

4- 5. Rapidly growing non-compensatory schools ususally fill positions with experienced teachers. (6)

4- 6. The experienced teacher leaving the compensatory school is replaced generally by an inexperienced teacher. (6)

4- 7. Certain elementary schools in the district, usually compensatory, have staffs where more than 65% of the teachers are inexperienced according to criteria used. (6)

27-11. The district should take special care in selecting teachers for minority students and the district should encourage teachers with special talents for working with minority students to stay in that part of the district where the minority students are found with incentives such as extra-pay, better working conditions, and more recognition in the district. (6)

27- 4. There is a need for Mexican-American teachers and counselors because they provide a positive image and have greater potential for relating better to the Mexican-American students. (6) (8)

28- 9. Hiring more Negroes for responsible positions such as coach, counselor and administrator is needed to provide a better Negro self-image. (6)

26- 7. There should be a rapid increase in the number of minority members in teaching and administrative positions but no lowering of present standards to accomplish this. (6)

23- 3. Additional staff is needed to organize specific courses in the area of adult education to meet the needs of minority groups and to provide impetus and motivation for participation in such classes. (2)

26- 6. All Fresno teachers should be given strong academic instruction covering the history, culture and role minorities have played in contributing to American Society, for teachers are not prepared to incorporate this knowledge as an integral part of their teaching. (6)

28-12. In order to effectively implement the compensatory and remedial programs in West Fresno intensive in-service training is needed for teachers prior to the initiation of programs so that teachers will know exactly what the program is intended to accomplish and what specific techniques are to be used. (7)

27- 8. School personnel need to be made aware of their negative preconceived views of the Mexican-American and also be made aware of the Mexican-American's tendency to believe that educators feel superior to him and see him in a lesser role.

27- 5. All school personnel should communicate with the Mexican-American by going to where the Mexican-American is. (11)

28- 3. School personnel should be interested in and empathetic to the differing values, culture and problems of the Negro. (6)

28- 7. The teacher attitude and educational environment provided for students in west-side schools should be such that students are reluctant to drop out.

10- 1. Children attending school in lower socio-economic sections of the community are not succeeding in reading as well as children of the more affluent segments of the community and steps should be taken to overcome this discrepency.

16 -3. Minority students, particularly from lower socio-economic areas, need to perform at a higher level on the fundamental skills, especially reading, in order for them to have general high academic accomplishment.

11- 4. A need exists to mount a great and total effort to provide English language arts education that enables minority group youngsters to achieve at or above grade level.

12- 4. Teachers of minority groups need additional training and information before beginning to teach modern mathematics. (6)

27- 2. The schools should provide sequential instruction in the history, culture, and social background of those students whose background is different from the teachers. (4)

26- 2. Minority groups want the integration of knowledge of their group culture and history in the general curriculum with emphasis on their contributions to American society (5)

22-12. Minority group needs are not met in the present social activity program.

28-11. Negro students need a vocational program that will provide them with sophisticated job skills to meet the current occupational opportunities in the community at large as well as the local community. (3)

28-10. Schools should bring about a development of personal and social values for the Negro child that are sought by employers.

2-13. The schools should provide knowledge about and respect for the various cultural backgrounds represented in our community.

28- 6. Teaching methods should be used in the west-side schools that relate the cultural background of the Negro to the operational standards of the greater community. (5)

2-12. The schools must supply minority group members with the educational skills needed for meaningful participation in today's society.

23- 1. Expand adult education curriculum to include courses particularly designed for minority groups emphasizing consumer, health, civic, cultural, vocational, and leadership education. (2)

28 -2. Cultural bias on standardized tests limits Negro students' opportunities to demonstrate academic talent. (1)

28- 5. Standards of performance for west-side schools should be reassessed to provide a curriculum that stresses methods of learning rather than fact accumulation. (4) (5)

16- 4. The district may need to search for or develop evaluative devices which measure more accurately the academic achievement of different minority students. (1)

27- 3. Many Mexican-American students have a negative self-image, therefore, the school should recognize that it plays an important role in the building of a positive self-image in these students.

27-6. The schools should communicate to the Mexican-American the importance of becoming involved in democratic processes such as contributing to policy-making by working with boards of education and by participating in politics. (10)

23- 2. Encourage minority group members to take advantage of educational opportunities. (11)

26- 1. Minority groups show little desire for programs especially tailored for them.

26- 9. A well planned but flexible program of instruction for parents of minority group children should be instituted with emphasis on building their own self-image, their concepts of their proper role in the education of their children and their roles as responsible and participating citizens.

27- 9. Parents need to be aware of the extensive influence that they can have on the education of their children.

28- 4. Pre-school programs are needed to develop verbal skill and cultural background for Negro children before entering kindergarten or first grade. (4)

2 -11. The community should understand the role that the schools are playing in assisting minorities as these groups, together with other community agencies, solve their specific social problems. (10)

28- 1. The schools should encourage Negroes to make better use of community health facilities. (10)

27-1. The school district should make available to all students, regardless of ethnic origin, texts and other educational materials concerning their cultural background. (5)

27-10. The district needs to provide physical facilities for Mexican-American students that are as adequate for learning as those in other parts of the district. (12)

5-14. When elementary and junior high schools are categorized by ethnic majority and compared on the basis of tested achievement, white majority schools rank highest, Spanish surname majority next, and Negro majority lowest. (1)

27- 7. School personnel should be aware that tests are used by and for middle class individuals and may not effectively predict future achievement of Mexican-American students as well as the personal opinion of a well educated professional who is aware of the problems of the Mexican-American. (1)

10. COMMUNICATIONS - EXTERNAL

2- 9. There is a need for meaningful communication between all facets of the educational system and individuals as well as groups in the community-at-large so that everyone involved is aware of his role and responsibility for maintaining an effective educational system.

1-13. Better communication between all facets of the community and educational system in needed.

26- 8. The human relations staff and program should be expanded so that teachers, parents and students see physical evidence of a person concerned primarily with human relations.

24- 5. There should be more cooperative planning studies by schools, individuals, and community agencies or organizations concentrating on specific school related problems. (1)

13-15. There is a need for more community support for the schools.

26- 5. There is a priority need for the communication of educational developments, proposals, and achievements to the citizenry in general and to the minority population in particular. Personal contact or commercial TV is the best way to reach this latter group.

28-15. There is a need for the west-side community to actively participate in the functioning and policy-making of the schools.

2-11. The community should understand the role that the schools are playing in assisting minorities as these groups, together with other community agencies, solve their specific social problems. (9)

28- 1. The schools should encourage Negroes to make better use of community health facilities. (9)

27- 6. The schools should communicate to the Mexican-American the importance of becoming involved in democratic processes such as contributing to policy-making by working with boards of education and by participating in politics. (9)

17-14. There is a need for closer cooperation between the schools and teacher training institutions in setting up requirements and standards for training P.E. teachers. (7)

24- 8. Teacher training institutions must be told by school districts what is needed in in-service and pre-service training. (7)

7- 5. (County Secondary Schools) A closer liaison needs to be maintained between the schools and employing agencies in most instances. (3)

7- 6. (County Secondary Schools) More use needs to be made of material and human resources in the communities included in this study. (3)

23-11. More information concerning the adult education program should be given to the community and the other parts of the public school structure. (2)

17-13. P. E. needs to promote better public relations to insure understanding, moral and financial support.

19- 8. Parents should be involved in the development of special education programs.

13-14. There is a need for parent education related to the modern science program.

21- 2. Conferences with pupils, parents, and teachers concerning health problems are needed.

22- 1. Constant student, teacher, administrator, and parent involvement in assessment and redesign of activity program at the elementary and junior high levels is needed. (1)

11. COMMUNICATIONS - INTERNAL

22- 4. Improve communication in the secondary schools between students, teachers and administrators.

6- 6. School internal and external communications need improvement. (10)

18-12. The details of a plan of action for educational change must be a product of felt need, and be perceived by the staff as emanating from the staff. (1)

18- 8. Teachers discuss in favorable terms the classroom situation and their students, but hesitate to discuss matters outside their immediate classroom; the situation implies that teachers feel threatened, scared or lack commitment to the district's educational program. (6)

27- 5. All school personnel should communicate with the Mexican-American by going to where the Mexican-American is. (9)

23- 2. Encourage minority group members to take advantage of educational opportunities. (9)

3-12. Students want a greater voice in decision making, greivance procedures, student government and student control. (1)

22- 3. Encourage student participation in activities by involving them in decision making.

22-10. Identify the role of student councils.

22- 5. Allow the student council (leadership class) to meet daily during a regular period during the school day.

19- 9. There should be more school-wide awareness of the Educationally Handicapped Program to provide acceptance and involvement with all teachers and integration of student activities where possible.

14- 5. Teachers need common understanding regarding scope, sequence, student evaluation, and other teachers involved in the language program. (5)

14- 2. The present disenchantment that exists between teachers and supervisory personnel in the area of foreign language should be overcome. (6)

17-17. Teachers in the academic areas should become acquainted with the objectives and activities of the physical education program.

22- 7. Encourage students to support their schools.

12. FACILITIES AND FINANCE

6- 5. School sites and buildings should be selected to meet flexible and functional needs of students, district, and community.

1- 9. The school should be a community resource center available all the time, designed to encourage participation of the entire population in both structured and informal educational activities.

1-16. The district should develop standard specifications for constructing, altering, and equiping schools that will provide easy modification for various uses as the curriculum changes to meet learner needs.

2- 4. At the present time many of our schools are overcrowded.

1-15. More space, and wiser use of space presently available, is needed.

23- 6. More housing is needed for the adult education program. (2)

23- 7. More adult education classes should be located geographically nearer the areas of greatest need. (2)

13- 9. Larger classrooms facilities, and equipment are needed to teach science when laboratory centered teaching methods are used.

11-10. There should be libraries in all elementary schools, staffed with full-time librarians.

8-20. Two areas of library and learning center concern were the adequacy of library facilities for large group instruction and the extent that library personnel are used in curriculum planning. (4)

19- 3. More space, principally classroom needs for the educationally handicapped program should be supplied.

19- 6. A permanent local clinic center for diagnostic, evaluative, guidance, and fixed point referrals is needed. (5)

17- 7. More adequate facilities are needed for P. E.

21-11. An analysis of physical facilities for healthful school living is needed.

25- 1. Projected growth rates indicate an approximate 150 per cent increase in population between 1960 and 1985 in the Fresno Urbanized Area. Over-all county population is expected to increase by 100 per cent.

25- 2. The metropolitan area population for the horizon year 2000 can be speculatively estimated to be in the vicinity of 800,000 persons.

25- 3. Pre-school children (0-4 yrs) in the Fresno Urbanized Area will decline from 11.5 per cent of the total population in 1960 to 11 per cent in 1980. The population of children 5-17 years of age will drop from 28 per cent in 1965 to 24.6 per cent by 1980.

25- 4. In the close-in area of West Fresno, defined as the General Neighborhood Renewal Area, it is estimated that the Negro and Mexican-American groups made up 87 per cent of the population in 1967, increasing from 70 per cent in 1960.

25- 5. It is not unusual to find a strong correlation between the characteristics of education, employment, income, and home value.

25- 6. Between 1970 and 1980, the evolution from an agriculturally oriented economy to a maturing, diversified economy will gain momentum with manufacturing as the major employment sector, 25 per cent in 1980, followed by retail trade 17 per cent, and professional services at 14 per cent.

25- 7. By 1985, the population center of the Fresno-Clovis Metropolitan area should be even more strongly north-centered than today with over 60 per cent living in the north and northeast sectors, as compared to 44 per cent in 1960.

25- 8. Outside West Fresno the revitalization of the "grey" area (fringe around the Central Business District) is the Urban Community's major challenge and creative opportunity.

25- 9. Housing expansion from 69,133 units in 1960 to 170,800 units in 1985 will be needed to fill needs generated by population.

25-11. The future pattern of the metropolitan area development will be greatly influenced by the development and timing of the Freeway schedule--41 Freeway between 1972 and 1980, 180 Freeway from 1973 to after 1980, and 168 Freeway after 1980.

25-13. Community organization goals and logical school locations will be unobtainable unless jurisdictional problems can be solved.

25-16. Decisions of the city and county governing bodies that formally and informally change land-use policy usually have a bearing upon the needs and problems of the schools.

25-17. Changes in state and national policies regarding urban renewal, poverty programs, housing subsidies, etc., can be expected to affect Fresno's development pattern appreciably.

6- 9. All programs should be evaluated to determine effectiveness in relation to cost and thus achieve public willingness to financially accept and support these programs.

25-10. A balance between housing and commercial-industrial uses is extremely desirable for proper school support.

2- 6. Schools lack adequate financing, especially in the area of local financing of the building program.

1-14. There is general concern on the part of staff concerning the financing of the schools with particular attention given to allowing individual teachers or departments to have funds when they need them.

23-8. Additional funds are needed for the adult education program. (2)

21-14. Problems of school finance and the priority awarded to academic status are threats to the school health program.

19- 4. There should be involvement of total special education personnel in determining budget needs.

27-10. The district needs to provide physical facilities for Mexican-American students that are as adequate for learning as those in other parts of the district. (9)

END

DEPT. OF HEALTH
EDUCATION AND
WELFARE

U.S. OFFICE OF
EDUCATION
ERIC
DATE FILMED
8-19-70